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ABSTRACT

This guidebook outlines specific methods of measuring the effects of staff efforts to reduce sex equity bias and stereotyping in vocational education programs as stipulated by the 1990 Perkins Act. Following an introduction, chapter 2 covers the requirements of the 1990 Perkins Act regarding sex equity programs and vocational education programs for single parents, displaced homemakers, and single pregnant women. The process of evaluating vocational education sex equity programs, including the use of sex equity core standards and performance measures, is examined in Chapter 3. Chapter 4 presents a series of sample tools (checklists, quizzes, a rating scale, group activity, and barrier identification and action planning tool) for vocational educators to use in planning and/or evaluating sex equity programs. Chapter 5 details a possible local training workshop for training vocational educators in evaluating sex equity programs and presents an action plan for assessing outcomes. Chapter 6 is an annotated listing of 13 evaluation resources. Included in the guide's three appendixes are a list of state personnel responsible for sex equity, pertinent excerpts from the final regulations for the 1990 Perkins Act, and an overview of postsecondary measures and standards. Twenty-one exhibits and 27 references are provided. (MN)

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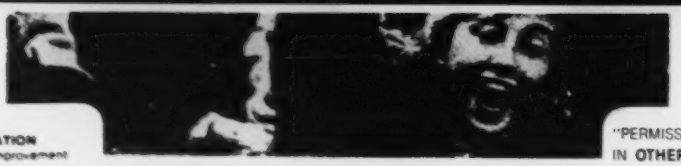
Equity Evaluation
A Methods Guidebook

Methods Of Measuring The Effects Of Staff Efforts To Reduce Sex Equity Bias, And Stereotyping In Public Education



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Equity Report 103

1993

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Equity Evaluation
A Methods
Guidebook

Methods Of Measuring The Effects Of Staff Efforts To Reduce Sex Equity Bias, And Stereotyping In Public Education

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CHAPTER 1

INTRODUCTION

In the Carl D. Perkins Vocational and Applied Technology Education Act, Public Law 101-392, 1990, funding is provided for sex equity programs and single parents, displaced homemakers, and single pregnant women programs. Specific uses of the funds are prescribed by the legislation and by the Final Rule (or Final Regulations) for the legislation that was issued by the U.S. Department of Education in the Federal Register of August 14, 1992.

The Perkins Act and the regulations require that a state that desires to participate in the State Vocational and Applied Technology Education Program shall assign one individual to work full-time to assist the state board by carrying out 17 functions or responsibilities. The first responsibility listed for this person (often referred to as the State Sex Equity Coordinator, although no title is specified in the legislation) is administering the program of vocational education for single parents, displaced homemakers, and single pregnant women and the sex equity program.

Two of the other functions of the State Sex Equity Coordinator are:

(13) Evaluating the effectiveness of programs and activities supported by funds under the two programs;

(16) Developing procedures for the collection from eligible recipients or community-based organizations that receive funds under the two programs of data appropriate to the individuals served in programs in order to permit an evaluation of effectiveness of those programs as required by the previous statement (13).

The background information provided in the Final Regulations points out that the 1990 Perkins Act provides increased flexibility in the use of funds to improve vocational education programs. However, in exchange for the increased flexibility, the Act imposes new requirements on both a state and its eligible recipients, making them accountable for improving vocational education.

Specifically, a state is required to assess the quality of its vocational education program using measurable objective criteria during each state plan cycle. In addition, a state is required to develop and implement a statewide system of core standards and measures of performance for secondary, postsecondary, and adult vocational education programs. Using these statewide standards and measures, a recipient of funds under Title II, Part C of the Perkins Act must annually evaluate the effectiveness of its projects, services, and activities. In cases where substantial progress is not made toward meeting these standards and measures, the recipient must implement a local program improvement plan, and if that is not successful, a state and local joint plan for improvement.

The sex equity program and the program of vocational education for single parents, displaced homemakers, and single pregnant women are part of the basic program, as described in paragraph 403.60 of the final regulations.

This publication is organized into the following sections. Chapter 2 lists and describes the requirements of the 1990 Perkins Act for sex equity programs and programs of vocational education for single parents, displaced homemakers, and single pregnant women. Chapter 3 provides a brief background in vocational education evaluation. Chapter 4 provides examples of materials that should prove useful to vocational educators who are planning and carrying out evaluations of these programs. Chapter 5 presents a possible 6-7 hour local training program for evaluating vocational education sex equity programs. Chapter 6 lists resources for evaluation. Many other sources are available for sex equity resources and readers are encouraged to contact their state sex equity coordinator for information.

The publication concludes with two appendices: a listing of the state sex equity coordinators and pertinent excerpts from the Final Regulations for the 1990 Perkins Act.

CHAPTER 2

1990 PERKINS ACT REQUIREMENTS FOR SEX EQUITY PROGRAMS

As indicated in Chapter 1, any state that chooses to accept vocational education funding through the 1990 Perkins Act must have a full-time state sex equity coordinator. Among the duties assigned to this person are the evaluation of the effectiveness of programs and activities supported by funds under the Single Parents, Displaced Homemakers, and Single Pregnant Women Program and by funds under the Sex Equity Program.

Ten and one-half (10.5) percent of the basic grant funds are set-aside for these two programs. Paragraph 403.180 of the *Final Regulations* provides that not less than seven percent (of the 10.5 percent) will go to the Program for Single Parents, Displaced Homemakers, and Single Pregnant Women and that not less than three percent will go to the Sex Equity Program.

Both eligible recipients (education agencies) and community-based organizations are eligible to receive awards under either of these two programs. Specifically, Single Parents, Displaced Homemakers, and Single Pregnant Women Programs may be provided in postsecondary or secondary school settings, including area vocational education schools, and in community-based organizations that have demonstrated effectiveness in providing comparable or related services to single parents, displaced homemakers, and single pregnant women. Sex Equity Program settings are not specified, other than the provision that both eligible recipients and community-based organizations are eligible to receive awards.

Single Parents, Displaced Homemakers, and Single Pregnant Women Program

Uses of Funds

Paragraph 403.81 of the *Final Regulations* indicates the following:

A State shall use funds reserved for individuals who are single parents, displaced homemakers, or single pregnant women only to--

(a) Provide, subsidize, reimburse, or pay for preparatory services, including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services in preparation for vocational education and training that will furnish single parents, displaced homemakers, and single pregnant women with marketable skills;

(b) Make grants to eligible recipients for expanding preparatory services and vocational education services if the expansion directly increases the eligible recipients' capacity for providing single parents, displaced homemakers, and single pregnant women with marketable skills;

(c) Make grants to community-based organizations for the provision of preparatory and vocational education services to single parents, displaced homemakers, and single pregnant women if the State determines that the community-based organizations have demonstrated effectiveness in providing comparable or related services to single parents, displaced homemakers, and single pregnant women, taking into account the demonstrated performance of such organizations in terms of cost, the quality of training, and the characteristics of the participants;

(d) Make preparatory services and vocational education and training more accessible to single parents, displaced homemakers, and single pregnant women by assisting those individuals with dependent care, transportation services, or special services and supplies, books, and materials, or by organizing and scheduling the programs so that those programs are more accessible; or

(e) Provide information to single parents, displaced homemakers, and single pregnant women to inform those individuals of vocational education programs, related support services, and career counseling.

Program Outcome Results

Exhibit 1 provides a listing of the comprehensive services needed by displaced homemakers. Developed by the Displaced Homemakers Network, it is an ideal to be worked toward. Job placement should always be viewed as the ultimate goal of program services. The National Leadership Development Conference of the State Sex Equity Coordinators identified the same program components and services and added the component of "follow-up" to the list (Vetter and Richey, 1985).

Quite obviously, the same services are needed by teen mothers, with the additional need for completing the high school diploma. Comprehensive programs for teen parents are described in Exhibit 2. The problem of coordination of services arises whether the program is provided by a social service agency or an educational agency.

In 1986, the Office of Technology Assessment stated that systematic evaluations of displaced homemaker programs (some over 10 years old) do not exist. At that time, even noncomparative reports on outcomes of individual projects were scarce.

The 1984 Perkins Act did not contain specific reporting requirements about single parents and homemakers. However, in April 1985, the National Leadership Development Conference of the State Sex Equity Coordinators identified the data needed by each state (Vetter and Richey, 1985). They determined that the information needed from program participants is the following:

** age ** race ** sex ** disability ** marital status	** number and age(s) of children ** educational level ** financial status (before and after services are provided) ** work history

The 1990 Perkins Act requires state sex equity coordinators to develop procedures for the collection from eligible recipients or community-based organizations of data appropriate to the individuals served in single parent, displaced homemaker, and single pregnant women programs and in sex equity programs in order to permit an evaluation of the effectiveness of those programs. However, the legislation does not specify the data to be collected.

Vetter (1988b) summarized the information available on the outcomes of individual projects and statewide evaluations in Pennsylvania, Utah, and Ohio. A range of data collection strategies were used, including proposal and report reviews, on-site visits, interviews, questionnaires, and mailed follow-up instruments. Outcome data often reported included: program completion, employment placement (in traditional or nontraditional jobs), enrollment in further educational programs, literacy accomplishment, awareness of educational and employment possibilities, improvement in self-confidence, development of interview skills, and development of communication skills.

Exhibit 1

Comprehensive Services to Displaced Homemakers: A Policy Statement by the Displaced Homemakers Network

The Displaced Homemakers Network believes that a comprehensive displaced homemaker program provides or secures the following component services that have been identified as meeting the unique needs of displaced homemakers. While every program may not have all of these components, it is an ideal to be worked toward. Job placement is a top priority and ultimate goal of program services:

- **Outreach**. Adequate outreach that specifically targets displaced homemakers, and is matched to the racial/ethnic/age distribution of the displaced homemakers in the geographic area being served; in rural areas, may require itinerant programming (periodic delivery of services to displaced homemaker in remote, scattered areas).

- **Intake/Orientation.** Procedures that recognize the lack of confidence common to displaced homemakers and the need for an immediate positive experience; orientation procedures that provide displaced homemakers with an introduction to the program and especially to other participants.

- **Personal Counseling.** Individual personal counseling, guided support groups, crisis intervention services, ongoing counseling both on a regular and as-needed basis, and appropriate referrals to mental health professionals and alcohol/drug abuse programs.

- **Assessment and Testing.** A balanced use of interest inventories, skill testing, work samples, educational assessments, employability development plans, and other instruments and activities useful to adult women, with an emphasis on self-assessment and personal decision-making, and the identification and transfer of skills developed in homemaking, child-rearing, and volunteer work to the paid labor force.

- **Career/Educational Counseling.** Activities and resources presenting a broad range of career and educational options in the context of local labor market data, and including information about nontraditional jobs, vocational training, basic education, high school equivalency, financial aid, and short-term as well as traditional programs.

- **Life Skill Development.** Workshops on assertiveness training, single parenting, short- and long-range planning and goal setting, financial management, dressing for the labor force, health concerns of mature women, and other requested topics.

- **Skills Training.** Access to skills training programs (including classroom training, internships, and on-the-job training) in both traditional and nontraditional areas.

- **Pre-Employment Preparation.** Activities to prepare for finding and keeping a job, such as preparing a resume, filling out job applications, taking tests, handling interviews, and negotiating salary; discussions of rights and responsibilities on the job.

- **Supportive Services.** Needed services such as stipends, transportation allowances, books, arrangements for child care, emergency loan fund, clothes, tuition, equipment, and tutoring.

- **Referrals.** Initial referrals and follow-up advocacy for such services as legal aid, health care, housing, debt management, and vocational rehabilitation.

- **Job Development/Placement.** Outreach to potential employers, advocacy with employment services, direct program placement, guided job clubs, assisted self-placement; adequate follow-up and continued support.

- **Program Management.** Staffing that reflects the racial/ethnic composition of the geographic area served and that includes former displaced homemakers at all levels; appropriate management information systems that include up-to-date client files and monthly compilation of data on client characteristics and program results; public information activities to educate potential employers and the general public on displaced homemakers' needs and skills; appropriate linkages with other agencies; and fiscal accountability.

Source: Office of Technology Assessment, U.S. Congress. (1986). Technology and Structural Unemployment: Reemploying Displaced Adults. Washington, DC: GPO, p. 431.

Exhibit 2

Comprehensive Programs for Teen Parents

Specific Components

- Outreach and recruitment to identify dropouts and get them back into school
- Intake and orientation
- Personal counseling to assess personal needs
- Assessment and testing of skills, aptitudes, and interests
- Career and vocational counseling including work experience
- Life skills development including parenting and nutrition
- Basic skills including study skills to help them pursue further education or begin employment
- Preemployment preparation including employability skills
- Job development and placement including mentoring and job shadowing
- Follow-up

Support Services

- Child care
- Transportation
- Networking
- Referral to community services and agencies

Source: Lindner, A. Frances. (1988). ***Vocational education: Empowering teen parents.*** **Wisconsin Vocational Education,** 12 (3), 9.

Sex Equity Program

Uses of Funds

Paragraph 403.91 of the *Final Regulations* provides the following.

Each State shall use amounts reserved for the Sex Equity Program only for--

(a) Programs, services, comprehensive career guidance and counseling, and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;

(b) Preparatory services and vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families; and

(c) Support services for individuals participating in vocational education programs, services, and activities described in paragraphs (a) and (b) of this section, including dependent-care services and transportation.

Paragraph 403.92 gives the state sex equity coordinator the right to waive the age limitations requirement in paragraph (b) above if, through appropriate research, it is determined that the waiver is essential to meet the objectives of paragraph 403.91.

Program Outcome Results

Kouzekanani and Knight (1983) synthesized nearly 100 publications to identify and document the most widely used strategies for the recruitment, retention, and placement of students in vocational education programs not traditional for their sex. Exhibit 3 provides a summary of their findings.

Outcomes of programs for increasing nontraditional options at the secondary level indicated the following. Short-term programs (videotape, one class, a two-week class, etc.) tend to be well received and positively evaluated by the participants, but do not seem to lead to higher enrollments in nontraditional programs or courses (Vetter, 1988a). As summarized by Savenye, Sullivan, Beyard, and Haas (1986), more comprehensive programs appear necessary to increase the probability of changes in interest and confidence of success in nontraditional careers.

At the postsecondary level, longer term programs at community colleges have been effective in increasing the number of women completers in nontraditional vocational-technical fields (Sparks, 1984).

Two follow-up studies of women and men enrolled in nontraditional programs in Oklahoma (Hargrave, Frazier, and Thomas, 1983; Smith, 1982) found that women who were working in nontraditional occupations earned significantly higher wages than women employed in traditionally female occupations, although they earned significantly lower wages than men employed in those occupations. Smith found that negative effects (unemployment, working in jobs unrelated to training) were least pronounced for those women nontraditional students trained in urban areas, those trained in area vo-tech schools, and those over 24 years of age.

While it seems apparent that longer term programs seem to be more successful, the National Coalition for Women and Girls in Education (1988) found that, under the 1984 Perkins Act, the amount of funds received by a district or institution was often so small that it was not possible to implement special programming. With the requirement for allocating the funds on a competitive basis added to the 1990 Perkins Act, it should be more feasible to structure appropriate programs, services, and activities and to evaluate the outcomes of such projects.

Exhibit 3

Most Widely Used Strategies in Providing Programs for Nontraditional Vocational Education Programs

Recruitment Strategies

Use of role models
Parental involvement
Prevocational classes and workshops
Community involvement
Active encouragement of prospective students
Publicity/promotional activities
Use of sex-fair media and informational materials
Inservice training of teachers

Retention Strategies

Student support groups
Explicit support of teachers and counselors
Personnel training and awareness training
Unbiased language in the classroom
Placing nontraditional students in the same class

Occupational Placement Strategies

Workshops for employers
Student training
Publicity and promotional activities

Source: Kouzekanani, Kamiar, and Knight, James A. (1983). Paper presented at the American Vocational Association Convention, December 4, Anaheim, CA ED 237 758

CHAPTER 3

EVALUATING VOCATIONAL EDUCATION SEX EQUITY PROGRAMS

As pointed out by Jarosik and Phelps (1992), the mandates of the 1990 Carl D. Perkins Vocational and Applied Technology Education Act Amendments call for increased attention to the documentation of program and student outcomes to ensure that educational efforts are indeed achieving their intended impact. This differs from the traditional approach to accountability where the focus had been on ensuring that the funds were spent in ways consistent with the purposes of the Perkins Act.

Jarosik and Phelps go on to say the following:

> ...it is imperative that the vocational education community adopt a view of accountability which is broader in focus and examines student, program, and fiscal outcomes at levels ranging from the classroom to the state legislature. With a broadened perspective of accountability, the prospects of developing a world-class American workforce, through better instruction as well as adequately funded and coordinated programs, are significantly improved. (1992, p. i)

Stecher and Hanser (1992) indicate that the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 attempts to promote both state and local accountability. They point out that the 1990 Act places with states the final responsibility for establishing measures and standards and for ultimate program supervision after placing initial responsibility at the local level for program evaluation and improvement.

Rutman (1984) points out that "program evaluation entails the use of scientific methods to measure the implementation and outcomes of programs for decision-making purposes." (p. 10). While Rutman was discussing education in general, the definition applies to vocational education programs as well.

McCaslin (1990) provides a framework for evaluating local vocational education programs (see figure 1). The framework focuses on needs (of students, employers, and society), processes (organizational information, program information, support services and activities information, staff information, student information, and community information), and outcomes.

McCaslin organizes program outcomes under three major headings: economic, educational, and psychosocial. Hoachlander (1991) would disregard the psychosocial outcomes and add the category of accessibility for students with special needs relative to other students.

McCaslin (1992) offers a five-step process for planning outcome assessments. The steps are as follows:

1. Select outcomes to be assessed
2. Identify indicators for each outcome
3. Identify information collection arrangements
4. Determine the analysis procedures
5. Report the information

Core Standards and Measures of Performance

Paragraph 403.201 of the Final Regulations identifies the responsibilities of each state for developing and implementing a statewide system of core standards and measures of performance. The system applies to secondary, postsecondary, and adult vocational education programs and must be developed and implemented by September 25, 1992. The system must also apply to all programs assisted under the 1990 Perkins Act.

Exhibit 4 provides the core standards and measures for vocational and applied technology for Texas as of January 1993.

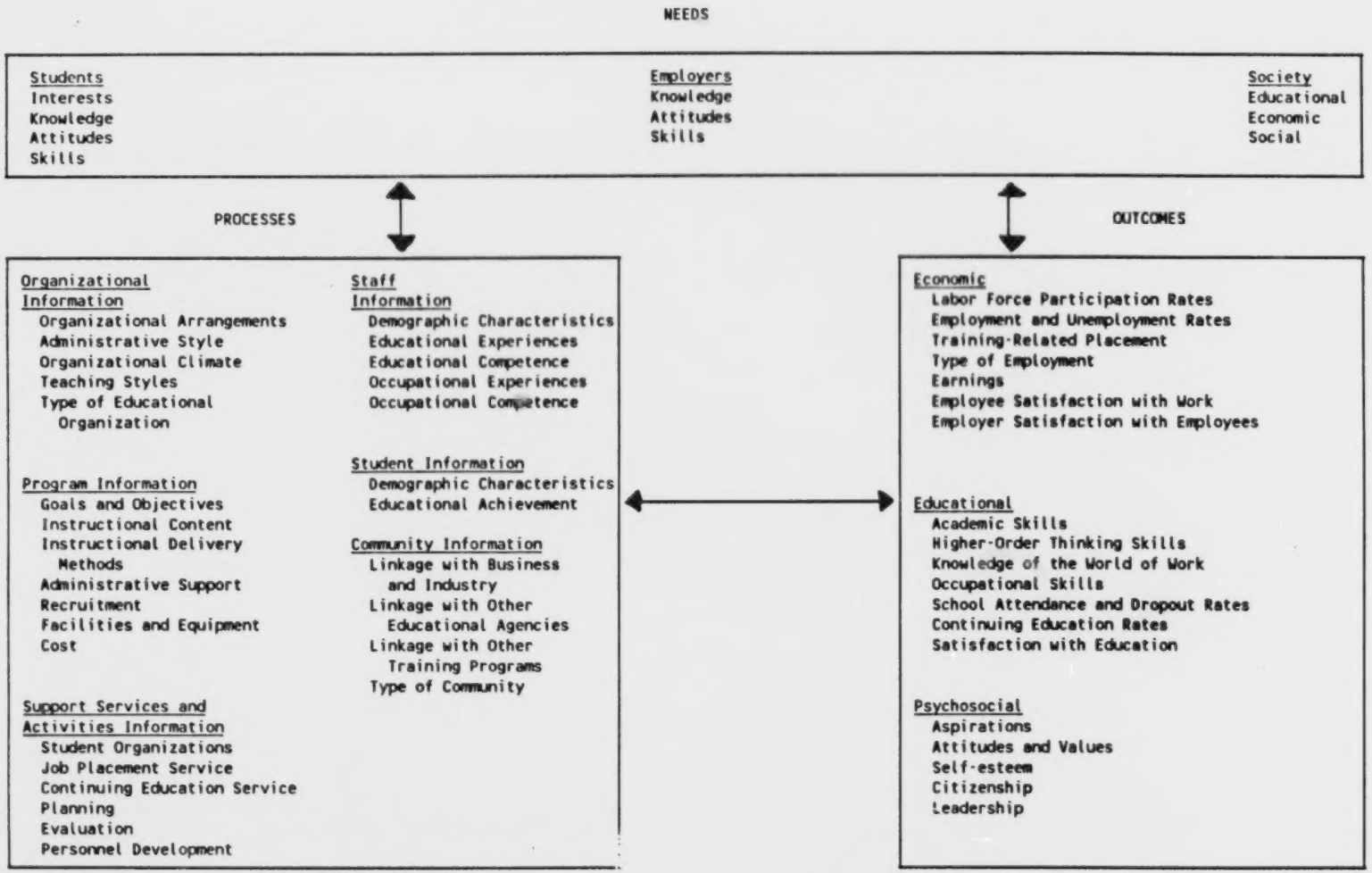

Figure 1. A framework for evaluating vocational education

Source: McCaslin, 1990.

Exhibit 4

TEXAS
CORE STANDARDS AND MEASURES FOR
CAREER AND APPLIED TECHNOLOGY EDUCATION
1993-94
EXAMPLE - ONE STATE

1. All students who were enrolled in a coherent sequence of courses in Vocational and applied technology education will pass the TAAS exit test at the standard set by the State Board of Education.

2. At least 95 percent of 12th grade students who have completed a coherent sequence of courses in vocational and applied technology education programs (a) obtained a certification of competency by an accepted licensing or certification agency, OR (b) successfully completed a criterion-referenced test of occupational competency which has been validated, OR (c) demonstrated completion and competency in the essential elements for the coherent sequence of courses. Within three years this standard will be based on performance measures which assess the level of proficiency required by employers and/or institutions of higher education.

3. At the one-year follow-up, 75 percent of students who earned their high school diploma after having completed a coherent sequence of courses in a vocational and applied technology education program were (a) enrolled in a postsecondary educational institution, OR (b) enrolled in a registered apprenticeship program, OR (c) in training related to their vocational education program, OR (d) in a military service, OR (e) employed in a paid or unpaid job related to their vocational and applied technology education and training, OR f) in other work-site programs.

4. All students enrolled in a coherent sequence of courses in vocational and applied technology education will graduate with their cohorts at the rate set by the State Board of Education.

5. The percentage of students who are members of special populations enrolled in a coherent sequence of courses in vocational and applied technology education will be comparable to the percentage of students who are members of special populations in grades 7-12.

NOTE: The Committee of Practitioners recommends that all core standards and measures for vocational and applied technology education become a part of the Academic Excellence Indicator System (AEIS).

Sex Equity Core Standards and Measures of Performance

As mentioned earlier in this publication, the state sex equity coordinator is responsible for evaluating the effectiveness of programs and activities supported by funds under the Single Parent, Displaced Homemaker, and Single Pregnant Women Program and the Sex Equity Program. In addition, the coordinator is responsible for developing procedures for the collection from eligible recipients or community-based organizations of data in order to permit the evaluation.

Exhibit 5 provides (in checklist format) the core standards for sex equity programs in Ohio (Lewis, 1992). Appendix A provides a listing of the state sex equity coordinators so that contacts can be made with the appropriate individuals.

NOTE: Overview of Postsecondary Measures and Standards

Exhibit 5

CHECKLISTS

Comprehensive Support Services (CSS Grant)

To evaluate this grant, use the following checklist to guide the collection of information to be included in your semi-annual and annual reports.

ADULT STUDENTS

Of the adult students who receive comprehensive support services under this grant:

____1. 100 percent will enter ABE/GED, return to high school for a diploma, or enter a vocational training program.

____2. 50 percent will complete a job training program and obtain employment in a related field earning a minimum of $6.25 per hour within six months.

____3. 25 percent will enter either a job-specific training program or occupation that is nontraditional for their gender, to be determined at six months and one year following their exit from the program.

____4. 25 percent of public assistance recipients who receive CSS funding and complete a job-specific training program will eliminate or reduce reliance on any of the following types of public assistance: cash assistance, housing subsidy, medical insurance, and food stamps.

____5. 85 percent of individuals receiving CSS funding while attending GED classes will receive their GED certificate within 2 years.

SECONDARY STUDENTS

Of the secondary students who receive comprehensive support services under this grant:

____1. 85 percent will graduate high school or be promoted to the next grade.

____2. 25 percent will enter a nontraditional vocational training program or establish an individual career plan with nontraditional career objectives.

____3. 50 percent of those completing specific-job training programs will obtain employment in a field relating to their training and earn a minimum of $5.50 per hour within 6 months of graduation.

ORIENTATION TO NONTRADITIONAL OCCUPATIONS FOR WOMEN

ADULT PARTICIPANTS

Of participants who receive support under this grant:

_____1. 100 percent who do not have a high school diploma or GED will enter ABE/GED training.

_____2. 70 percent of graduates will complete ABE/GED training and/or enter job-training programs, apprenticeships, or employment that are nontraditional for their gender.

_____3. 50 percent of program completers will enter a career paying $8.00 or more per hour within six months.

DISPLACED HOMEMAKERS, SINGLE PARENTS, AND SINGLE PREGNANT WOMEN

Of participants who receive support under this grant:

_____1. 80 percent of program completers who do not have a high school diploma will enter ABE/GED training or return to high school.

_____2. 70 percent of the program graduates will complete their ABE/GED training, enter a job-training program, or enter employment.

_____3. 15 percent of graduates will enter a non-traditional occupation or enter an occupation that enables them to eliminate or reduce reliance on any of the following types of public assistance: cash assistance, housing subsidy, medical insurance, and food stamps.

NONTRADITIONAL EDUCATION FOR TEENS/WORK

Of the secondary student participants receiving support under this grant:

_____1. 85 percent will complete the program and continue working towards graduation.

_____2. 65 percent of the program completers will enter a vocational job training program.

_____3. 50 percent of the program completers who enter a vocational training program will enter a job training program that is nontraditional for their gender and enables them to earn $5.50 per hour.

ENTREPRENEURSHIP PROGRAMS

Of participants who receive support under this grant:

____1. 85 percent of students who start the section of the curriculum on business plan development will complete the program.

____2. 100 percent of those who complete the program will develop a business plan and submit it to two or more qualified business professionals for review.

____3. 75 percent of graduates will start a business, enter employment, or pursue additional education or training related to their areas of entrepreneurial interest within 3 years of completing the program.

Source: Lewis, M.V. (1992). ***Proposed performance standards for comprehensive support services and vocational equity grants***. Columbus: Center on Education and Training for Employment, The Ohio State University.

CHAPTER 4

TOOLS FOR EVALUATING SEX EQUITY PROGRAMS

This chapter provides a range of checklists, activities, and instruments that may prove useful in developing a systematic evaluation of sex equity programs.

Exhibits 6 and 7 provide checklists to assist in determining whether a proposed program would be a permissible use of funds under the 1990 Perkins Act.

Exhibit 8 provides a quiz on knowledge of legislation that is important to vocational education programs. It is provided in two formats: matching and multiple choice.

Exhibit 9 provides a quiz on knowledge of the labor force that is important in planning and carrying out vocational education programs.

Exhibit 12 provides a rating scale on sex equity in the school environment, while Exhibit 11 assists in identifying how stereotyping can limit individuals.

Exhibit 13 assists in developing action plans for recruiting nontraditional students.

Exhibit 12 provides quizzes, guidelines, and checklists for identifying gender-fair curriculum materials and classroom behaviors.

The reader may choose to use one or several of these tools in evaluating a sex equity program; however, the tool must be selected on the basis of the outcome objectives of the program.

Consult a local evaluation expert if you are having difficulty in choosing appropriate tools. No reliability or validity data are available on these materials, although the claim could be made that the face validity of the materials is very high.

Exhibit 6

SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAM

Permissible Use of Funds:

____1. Preparatory services leading to vocational education and training that will provide marketable skills

- ____a. Instruction in basic academic and occupational skills
- ____b. Necessary educational materials
- ____c. Career guidance and counseling services in preparation for vocational education and training

____2. Expanding preparatory services and vocational education services IF the expansion directly increases capacity for providing single parents, displaced homemakers, and single pregnant women with marketable skills

____3. Grants to community-based organizations to provide preparatory and vocational education services IF the organization has demonstrated effectiveness

____4. Making preparatory services and vocational education and training more accessible by assisting single parents, displaced homemakers, and single pregnant women with the following:

- ____a. dependent care
- ____b. transportation services
- ____c. special services and supplies, books, and materials
- ____d. organizing and scheduling programs so that the programs are more accessible

____5. Providing information on vocational education programs, related support services, and career counseling to single parents, displaced homemakers, and single pregnant women.

THESE ARE THE ONLY PERMISSIBLE USES OF THE FUNDS FOR THE SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAM.

Exhibit 7

SEX EQUITY PROGRAM

Permissable Use of Funds:

____1. Programs, services, comprehensive career guidance and counseling, and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education.

____a. programs

____b. services

____c. comprehensive career guidance and counseling

____d. activities

____2. Preparatory services and vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families.

____3. Support services for participants in programs, services, and activities (described above), including as follows:

____a. dependent-care services

____b. transportation

____4. Is waiver with respect to age limitations needed? Contact state sex equity coordinator.

THESE ARE THE ONLY PERMISSIBLE USES OF FUNDS UNDER THE SEX EQUITY PROGRAM.

Exhibit 8

LEGISLATION, EQUITY, AND VOCATIONAL EDUCATION
Quiz for Administrators

Test your knowledge of legislation that relates to equity in vocational education and at work. Write in the letter identifying the legislation or executive order that is appropriate for the statement below. In some cases there may be more than one correct answer.

a. Title VI, Civil Rights Act of 1964
b. Title VII, Civil Rights Act of 1964
c. Executive Order 11246, as amended by Executive Order 11375
d. Equal Pay Act of 1963
e. Title IX, Educational Amendments of 1972
f. Title II, Educational Amendments of 1976
g. Carl D. Perkins Vocational Education Act of 1984
h. Carl D. Perkins Vocational and Applied Technology Education Act of 1990
i. Equal Opportunity in Apprenticeship and Training (Title 29, CFR Part 30)
j. Age Discrimination in Employment Act of 1967, as amended

_____1. Prohibits discrimination on the basis of race, national origin, and sex in employment.

_____2. Prohibits discrimination on the basis of race in education.

_____3. Prohibits discrimination on the basis of sex in education.

_____4. Prohibits discrimination in apprenticeship programs and agencies and requires affirmative action.

_____5. Prohibits employment discrimination on the basis of age for women and men over the age of forty.

_____6. Establishes the vocational education sex equity coordinator position.

_____7. Requires the expenditure of funds for displaced homemaker (or homemaker) programs in vocational education.

_____8. Requires the expenditure of funds for single parent programs in vocational education.

_____9. Prohibits sexual harassment on the job.

_____10. Prohibits sexual harassment in education.

_____11. Requires an Affirmative Action Plan from all federal contractors and subcontractors and requires that firms with contracts over $50,000 and 50 or more employees develop and implement written programs to be monitored by the Department of Labor.

_____12. Requires that employers provide equal pay for women and men performing work substantially similar in skill, effort, responsibility, and working conditions.

LEGISLATION, EQUITY, AND VOCATIONAL EDUCATION
Answers

Here are the correct responses to the items about legislation, equity, and vocational education.

1. b. Title VII of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, national origin, and sex in employment.

2. a. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race in education.

3. e. Title IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex in education.

4. i. Equal Opportunity in Apprenticeship and Training (Title 29, CFR Part 30) prohibits discrimination in apprenticeship programs and agencies and requires affirmative action.

5. j. The Age Discrimination in Employment Act of 1967 prohibits employment discrimination on the basis of age for women and men over the age of forty.

6. f., g., h. The vocational education sex equity coordinator position is established in Title II, Educational Amendments of 1976; the Perkins Vocational Education Act of 1984, and the Perkins Vocational and Applied Technology Education Act of 1990.

7. f., g., h. The three most recent vocational education acts all required funding for displaced homemaker (or homemaker) programs in vocational education.

8. g., h. The Perkins Act of 1984 began the requirement of funding for single parent programs in vocational education. The requirement was continued in the 1990 Perkins Act.

9. b. Sexual harassment on the job is prohibited by Title VII of the Civil Rights Act of 1964.

10. e. Sexual harassment in education is prohibited by Title IX of the Educational Amendments of 1972.

11. c. Executive Order 11246 requires Affirmative Action Plans from all federal contractors and subcontractors and requires that firms with contracts over $50,000 and 50 or more employees develop and implement written programs to be monitored by the Department of Labor.

12. d. The Equal Pay Act of 1963 requires that employers provide equal pay for women and men.

LEGISLATION, EQUITY, AND VOCATIONAL EDUCATION
Quiz for Vocational Educators

Test your knowledge of legislation that relates to equity in vocational education and at work. Circle the letter that completes the statement correctly.

1. Discrimination on the basis of race, national origin, and sex in employment is prohibited by _____.

   a. Title VII, Civil Rights Act of 1964
   b. Executive Order 11246
   c. Carl D. Perkins Vocational Education Act of 1984

2. Discrimination on the basis of race in education is prohibited by _____.

   a. Title II, Educational Amendments of 1976
   b. Title IX, Educational Amendments of 1972
   c. Title VI, Civil Rights Act of 1964

3. Discrimination on the basis of sex in education is prohibited by _____.

   a. Title II, Educational Amendments of 1976
   b. Title IX, Educational Amendments of 1972
   c. Title VI, Civil Rights Act of 1964

4. Discrimination in apprenticeship programs and agencies is prohibited by Title 29, CFR Part 30. Is affirmative action required by this regulation?

   a. yes
   b. no
   c. only in some industries

5. The Age Discrimination in Employment Act of 1967 prohibits employment discrimination on the basis of age for women and men over the age of _____.

   a. forty
   b. fifty
   c. sixty

6. The position of the vocational education sex equity coordinator was first established in _____.

   a. Title IX, Educational Amendments of 1972
   b. Title II, Educational Amendments of 1976
   c. Carl D. Perkins Vocational Education Act of 1984

7. Which program has been required by the last three federal vocational education laws?

   a. homemaker (or displaced homemaker)
   b. single parent
   c. pregnant teen

8. Sexual harassment on the job is prohibited by _____.

   a. Equal Pay Act of 1963
   b. Civil Rights Act of 1964
   c. Executive Order 11246

9. Sexual harassment in education is prohibited by _____.

   a. Title IX, Educational Amendments of 1972
   b. Title II, Educational Amendments of 1976
   c. Perkins Act of 1984

10. _____ requires an Affirmative Action Plan from all federal contractors and subcontractors and requires that firms with contracts over $50,000 and 50 or more employees develop and implement written programs to be monitored by the Department of Labor.

    a. Equal Opportunity in Apprenticeship and Training (Title 29, CFR Part 30)
    b. Executive Order 11246, as amended
    c. Title VII, Civil Rights Act of 1964

11. Employers have been required by federal law to provide equal pay for women and men performing work that is substantially similar in skill, effort, responsibility, and working conditions since _____.

    a. 1954
    b. 1963
    c. 1971

12. Funding for single parent programs has been included in federal vocational education legislation since _____.

    a. 1976
    b. 1984
    c. 1990

LEGISLATION, EQUITY, AND VOCATIONAL EDUCATION
Answers

Here are the correct responses to the items about legislation, equity, and vocational education.

1. a. Title VII, Civil Rights Act of 1964, prohibits discrimination on the basis of race, national origin, and sex in employment.

2. c. Title VI, Civil Rights Act of 1964, prohibits discrimination on the basis of race in education.

3. b. Title IX, Educational Amendments of 1972 prohibits discrimination on the basis of sex in education.

4. a. Yes, Title 29, CFR Part 30 requires affirmative action in apprenticeship programs.

5. a. The Age Discrimination in Employment Act of 1967 prohibits employment discrimination on the basis of age for women and men over the age of forty.

6. b. The position of the vocational education sex equity coordinator was first established in Title II, Educational Amendments of 1976.

7. a. Homemaker (or displaced homemaker) programs have been required by the last three federal vocational education laws.

8. b. Sexual harassment on the job is prohibited by the Civil Rights Act of 1964.

9. a. Sexual harassment in education is prohibited by Title IX, Educational Amendments of 1972.

10. b. Executive Order 11246, as amended, requires an Affirmative Action Plan from all federal contractors and subcontractors and requires that firms with contracts over $50,000 and 50 or more employees develop and implement written programs to be monitored by the Department of Labor.

11. b. Employers have been required by the Equal Pay Act of 1963 to provide equal pay for women and men performing work that is substantially similar in skill, effort, responsibility, and working conditions since 1963.

12. b. Funding for single parent programs has been included in federal vocational education legislation since 1984.

Exhibit 9

WOMEN IN THE WORK FORCE
Quiz

Test your knowledge of women's involvement in work. Circle the letter of the correct response.

1. Women make up ____% of the United States' civilian paid work force.

   a. 35% b. 45% c. 55%

2. For every $1.00 the average man earns, the average woman earns _____.

   a. $.90 b. $.70 c. $.50

3. _____% of American women between the ages of 18-64 are employed outside the home.

   a. 39% b. 54% c. 69%

4. The average young woman today can expect to spend ____ years in the paid work force.

   a. 7.3 b. 17.1 c. 22.9 d. 29.3

5. Both husband and wife work in ____ percent of U.S. marriages.

   a. 35 b. 56 c. 78

6. The median income of working women with four years of college is _____that of men who have completed high school.

   a. greater than b. the same as c. less than

7. ____ percent of women in the labor force are either single, widowed, divorced, separated from their husbands, or have husbands with low earnings and are therefore responsible for their own financial support.

   a. 38.5 b. 58.5 c. 78.5

8. ____ percent of mothers with preschool children have jobs away from home.

   a. 22% b. 37% c. 56%

9. ____ percent of apprentices are women.

   a. 7.2 b. 17.2 c. 27.2

10. Women are ____ percent of workers in the skilled trades.

    a. 2.7 b. 8.7 c. 14.7

11. Women own ____ percent of non-farm sole proprietorship businesses.

    a. 29.9 b. 39.9 c. 49.9

12. Women are _____ to be managers in areas where there are more women employees at lower levels.

    a. less likely b. as likely c. more likely

WOMEN IN THE WORK FORCE
Answers

Here are the correct responses to the questions about women in the work force.

1. b. Women make up 45% of the U.S. civilian paid work force.

2. b. The average woman earns $.70 for every $1.00 the average man earns.

3. c. 69% of American women are employed outside the home.

4. d. The average young woman can expect to spend 29.3 years in the paid work force.

5. b. Both wife and husband work in 56% of U.S. marriages.

6. c. The median income of working women with four years of college is less than that of men with high school diplomas.

7. b. 58.5 percent of women in the labor force are either single, widowed, divorced, separated from their husbands, or have husbands with low earnings and are responsible for their own financial support.

8. c. 56% of mothers with preschool children have jobs away from home.

9. a. 7.2 percent of apprentices are women.

10. b. Women are 8.7 percent of workers in the skilled trades.

11. a. Women own 29.9 percent of non-firm sole proprietorship businesses.

12. c. Women are more likely to be managers in areas where there are more women employees at lower levels.

Sources:

U.S. Department of Labor, Women's Bureau, *Facts on Working Women*.
No. 89-4, December 1989, Women in Management
No. 89-5, December 1989, Women Business Owners
No. 90-2, September 1990, 20 Facts on Women Workers
No. 90-5, January 1991, Women in the Skilled Trades and In Other Manual Occupations.

Exhibit 10

ENVIRONMENTAL IMPACT STATEMENT
Rating Scale

Area of Concern: Sex Equity in the School Environment
Impact on Environment:
Score: 2 points for each area of full compliance
1 point for each area of partial compliance
0 points for each area of noncompliance

Points

____ A. **Distribution of Natural Resources:** Expectations for girls and boys are equal. Talents, skills, and interests of all individuals are tapped equitably.

____ B. **Traffic Patterns:** All procedures and patterns including seating, lines, activity areas, and academic and athletic groupings are integrated, sex-fair, and race-fair.

____ C. **Noise Control:** Girls and boys are talked to in the same manner and terms and are held to the same standards.

____ D. **Air Quality:** The "air is cleared" the same way for all students. Discipline and penalties are equal. Acceptable behavior, language, and dress are nondiscriminatory.

____ E. **Materials:** All instructional materials are non-biased regarding sex, race, and disability and reflect the diverse abilities, activities, and options of these groups.

____ F. **Balance of Elements:** No imbalance or selectivity exists in opportunities for boys and girls to perform classroom tasks, e.g., running audiovisual equipment, washing utensils.

____ G. **Landscape:** Bulletin boards, illustrations, and other visual materials show females and males of varied racial, ethnic, age, and disability groups in a variety of roles.

____ H. **Linguistic Pollution:** Verbal and nonverbal language and cues avoid stereotyped generalizations and demonstrate non-biased models, e.g., fire fighter, spouse, humanity.

____ I. **Access:** Students have equal access to resources, facilities, and placement, e.g., courses, extracurricular activities.

____ J. **Pollution Control Efforts:** Affirmative action is undertaken regularly to compensate for (filter out) the effects of past discrimination in particular areas, e.g., lack of experience/exposure to mechanical or nurturing skills.

Environment Rating

0-10 Points: Serious Polluter--May require federal lawsuit.
10-15 Points: Moderate Offender--Keep improving! Submit new Environmental Impact Statement in 60 days
16 - 20 Points: Conservationist--Pass environmental quality control. Receive equity commendation.

Source: Maryland Department of Education, Vocational Equity Program.

Exhibit 11

STEREOTYPING AND EMPLOYMENT

COMPETENCY: Understand how stereotyping can limit individuals.

PERFORMANCE OBJECTIVE:

Participants will understand the nature of stereotyping and how it can limit perception of individual characteristics of group members.

LEARNING ACTIVITIES:

1. Distribute 3-5 occupation cards to each small group and ask participants to list characteristics or qualities typically associated with each job title.

2. Reconvene large group and ask groups to share the job title lists.

3. Have group identify occupations that are most stereotyped by sex and discuss how the stereotypes can limit the career choices of individuals.

TIME NEEDED: 20-30 minutes

MATERIALS NEEDED: Flip charts
Markers
Occupation cards

EVALUATION:

Each member of the group expresses ideas about limitations caused by stereotypes

Preparation required:

Prepare a set of occupation cards by writing one job title on each 3" X 5" card. The list could include the following job titles:

Politician	Teacher	Housewife
Attorney	Nurse	Salesperson
Doctor	Auto Mechanic	Secretary
Farmer	Plumber	Engineer
Cashier	Dentist	Construction Worker

Adapted from Gipson and Bolyard (1988), *Working for Change*.

Exhibit 12

RECRUITING NONTRADITIONAL STUDENTS

COMPETENCY: Prepare action plans to recruit nontraditional students.

PERFORMANCE OBJECTIVE: Plan and implement activities to recruit nontraditional students. Each activity will be free of gender bias or subtle sex-role stereotyping.

LEARNING ACTIVITIES

1. Read and discuss "Why Promote Nontraditional Options."
2. Review "Barriers to Nontraditional Enrollments."
3. Identify local barriers, using "Reasons for Not Entering Nontraditional Programs."
4. Review "Sample Recruitment Strategies."
5. In small groups, brainstorm ideas for overcoming barriers.
6. Report additional ideas to whole group.
7. Prepare an action plan for recruitment activities, using "Action Plan for Recruiting Nontraditional Students"

TIME NEEDED: 2 to 4 hours

MATERIALS NEEDED: Copies of Handouts for all participants
Copies of Action Plan for all participants
Paper to record brainstorming ideas
Markers to record brainstorming ideas
Masking tape or tacks

EVALUATION

The action plans will have been implemented on the schedule noted in the plan.

SOURCES OF INFORMATION FOR THESE MATERIALS

Beck, Judy A. (1989). .***Step by Step: Educational Equity Options Project.*** Washington, DC: Wider Opportunities for Women, Inc.

Bitters, Barbara A., and Foxwell, Susan. (1990). ***Wisconsin Model for Sex Equity in Career and Vocational Education.*** Madison: Wisconsin Department of Public Instruction.

Nash, Margaret A. (ed.). (1991). ***Changing Roles of Men and Women: Educating for Equity in the Workplace.*** Madison: Vocational Studies Center, University of Wisconsin.

Stitt, Beverly A., and others. (1988). ***Building Gender Fairness in Schools.*** Carbondale: Southern Illinois University Press.

Tully, Margaret. (1990). ***Women in Higher Wage Occupations: A Resource Manual.*** Madison: Vocational Studies Center, University of Wisconsin.

Vetter, Louise; Spain, Rodney K.; and Kelly, Maureen E. (1981). ***Building Your Own Scenario: Home Economics, Sex Equity, and Alternative Futures.*** Columbus: The National Center for Research in Vocational Education, The Ohio State University.

WHY PROMOTE NONTRADITIONAL OPTIONS?

Vocational education professionals should be aware of the local vocational education plan requirements for recruiting. Schools and districts will have goals for enrolling students in programs nontraditional for their sex. The following information should be useful in reaching these goals.

Meet the Needs of Employers for skilled workers in certain industry and certain job categories where shortages are expected.

Help Employers fill affirmative action requirements.

Attract New Industry by ensuring a skilled and diverse workforce.

Increase Worker Productivity by a better matching of individuals with jobs, by minimizing tense work environments, by increasing new and innovative solutions to work related problems, and increasing job satisfaction.

Reduce Poverty and Increase Tax Revenues as people obtain higher paying jobs and the cycles of unemployment, underemployment, and welfare dependency are broken.

Strengthen Families by minimizing economic strain, training people for flexibility, increasing father's interaction with children, and increasing the value, respect, and dignity in the work of the family.

Reduce the Effects of Declining Enrollments by recruiting new women or men students.

Improve Vocational Education's Curriculum for all students by questioning assumptions and traditional teaching methods and by updating those where necessary.

Improve Vocational Education's Ability to meet new and emerging occupational training demands and to assist displaced workers.

Improve Vocational Education's Image through new and increased publicity and by actualizing a commitment to serve all students.

Source: ***Changing Roles of Men and Women: Educating for Equity in the Workplace***, edited by Margaret A. Nash. Madison: Vocational Studies Center, University of Wisconsin, 1991. Developed by Barbara Bitters, Wisconsin Department of Public Instruction.

BARRIERS TO NONTRADITIONAL ENROLLMENTS

Unequal access to quality vocational courses or schools

Sex-biased attitudes (educators, students, parents, employers)

Biased vocational guidance and counseling

Biased assessment and/or testing

Lack of information about nontraditional opportunities

Math anxiety

Lack of support services (child care, transportation assistance, financial aid, medical assistance or insurance, flexible class scheduling, special counseling and guidance, remedial classes, role models, peer support groups, community mentors, prevocational assessment, and job development and placement services)

Vocational texts and instructional materials that reflect traditional stereotyped roles and a "traditional" division of labor

Curriculum geared to the interests and needs of only one sex

Instructional practices that divide students into single sex groups

Student evaluations that use different criteria for grading males and females

Teacher expectations that differentiate, often unintentionally, between male and female students

Sexual harassment and discrimination

Fear of being labeled lesbian or gay

Cultural and media reinforcement of traditional roles

Discrimination on the basis of race, sex, class, or age

REASONS FOR NOT ENTERING NONTRADITIONAL PROGRAMS

What do you feel are the THREE main reasons why students decide not to enter non-traditional programs? (Please check only THREE.)

____ a. They don't have enough information.

____ b. Teachers and counselors discourage them.

____ c. They have no role models.

____ d. The classes have mostly students of the other sex in them.

____ e. They are worried about sexual harassment.

____ f. Schools don't provide child care or other support services.

____ g. There are no work-study or pre-apprenticeship programs open to them.

____ h. They feel employers will not hire them.

____ i. They really shouldn't work in those kinds of jobs.

____ j. They think people might think that they are gay or lesbian.

____ k. Families and friends discourage them.

____ l. They feel they will be discriminated against.

____ m. They fear the work will be too strenuous.

____ n. They are afraid to compete in the work place.

____ o. They don't think they are capable of doing these kinds of jobs.

____ p. Other_____

_____

Source: Adapted from Beck, Judy A., ***Step By Step: Educational Equity Options Project***, 1989, Washington, DC: Wider Opportunities for Women, Inc.

Sample Recruitment Strategies

School Newspapers

Provide articles and advertisements for school newspapers that explain programs and tell about nontraditional students. Encourage the school newspaper staff to do a series of articles; try to include questionnaires on sex equity or sex stereotyping. Include people in nontraditional jobs and those who have changed careers. Provide pictures to accompany articles. A regular column in the school newspaper would provide news about programs and about graduates of the programs.

Outside Speakers

Arrange for women or men in nontraditional careers to prepare brief explanations of their jobs, their problems, and their rewards. Recruit them to become part of a support group for nontraditional students. Be sure contact names and numbers are available for interested students, not only contact persons in the school, but also people who could be contacted in the community at local business and industry sites.

Placement of Recruitment Posters in the Community

To reach both men and women, locate posters in places where same-sex groups may congregate and spend some time (e.g., YWCA or YMCA buildings, restrooms in public places or private businesses [get permission], lunchrooms, shopping malls, beauty shops, doctors' and dentists' waiting rooms, supermarkets, exercise centers, home extension offices, laundromats). Picture men and women in nontraditional work situations. Show women and men of all ages, racial and ethnic groups, and physical conditions. Give wage-and-hour information in brief, and estimate length of program. Supply the name and telephone number of a contact person.

Hands-on Activities

In vocational education laboratories, present brief lessons on how to use electrical equipment safely, how to measure dry ingredients, any topic that relates specifically to the vocational education course. If possible, use a nontraditional student to present the material. By providing a real "success" experience, students who may not have known about the course may now have a personal basis for choosing to enroll in the course. Some schools have adopted a plan where all students have the experience of spending from two to six weeks in each of the vocational education laboratories. This would provide every student with exposure to the possibilities in vocational education.

Presentations by Local Employers

Arrange for employers to speak to groups about the needs for workers in various occupations. Have them speak specifically to the legal requirements that prohibit discrimination on the basis of sex and require affirmative action. This can be a consciousness raising experience, especially for parents, who need to hear the information from someone other than their child. Such presentations for community service groups (e.g., Lions Clubs, Jaycees) would also assist in parental awareness. Presentations to students will assist them in discovering the opportunities available.

Radio and Television Spots (Public Service Announcements)

Use a female speaker and alternate culturally different voices with older female voices. Emphasize that education is for women, that particular programs are for women, and that particular institutions welcome women in all areas. Emphasize the personal satisfaction gained in an occupation that matches one's interests. Include examples of women choosing to combine work and family living.

Testimonial Letters from Successful Graduates

Contact nontraditional graduates and help them prepare a letter that describes job tasks, responsibilities, opportunities, helpful courses, salary range, and personal satisfaction. Place the letter and a current picture, if possible, on a centrally located bulletin board--not just the program-area bulletin board, otherwise only previously interested or enrolled students may see it. Consider publishing the letter in a school newspaper or program newsletter.

Display

Display drawings or photographs of people in nontraditional work situations. Present women and men of various ages, ethnic groups, and physical conditions. The critical factor is location. If a display is placed in the program classroom, only students already interested in or already enrolled in the program will learn of the opportunities. It is vital to reach uncommitted students with recruitment information. Encourage educators to exchange display space to inform students of other program areas.

ACTION PLAN FOR RECRUITING NONTRADITIONAL STUDENTS

OBJECTIVE: To develop a plan for overcoming a barrier to non-traditional enrollments.

I. Select one of the three areas you checked as the main reasons that students do not enter nontraditional programs. Write the reason here:

Write an objective for changing the situation. Include the following:

WHAT is to be changed?
WHO is going to change or be changed?
HOW they will be changed?
WHERE the change will occur?
WHEN the change will occur?

Write the objective here:

II. Evaluate your objective for change:

Is attainment of the change objective possible? List the pros and cons in working toward accomplishing this particular change.

Pros (Supports) **Cons (Barriers)**

III. Planning for accomplishing the objective:

A. Resources for change: What resources (knowledge, skills, money, people, etc.) will you need to achieve your change objective? How will be resources be used?

Resources Needed	**Uses for Resources**
Knowledge/skills:	
Money:	
People:	
Other:	

B. Action steps

List below the necessary steps that you will have to take to meet your objective and the timelines you will set for the completion of the steps.

Action Step	**Time to Complete**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now go back and number the steps in order of priority. Put 1 is front of the step you would do first, 2 in front of the step you would do second, and so on.

Exhibit 13

EQUITY, CURRICULUM MATERIALS, AND CLASSROOM BEHAVIORS

COMPETENCY: Identify gender-fair curriculum materials and classroom behaviors.

PERFORMANCE OBJECTIVE: Given guidelines for dealing with language, participants will identify language biases and provide gender-fair alternatives.

LEARNING ACTIVITIES:

1. Take quiz, "Who's Who?" in matching or fill-in-the-blank format.
2. Read and discuss "Guidelines for Dealing with Language."
3. Identify types of gender bias in "Fair Talk," "Expanding Language," and/or "Unconscious, Well-Intended Behaviors."
4. Brainstorm strategies for counteracting gender bias in curriculum materials and classroom language.
5. (Homework) Evaluate curriculum materials used in courses, using "Checklist for Evaluating Curriculum and Instructional Materials."
6. Discuss results of evaluating curriculum materials and classroom use of language. Distribute copies of brain-storming lists from Activity 4.

TIME NEEDED: Learning Activities 1-4 - 2-4 hours
Learning Activity 5 - 1-4 hours
Learning Activity 6 - 1 hour

MATERIALS NEEDED: Copies of selected materials for all participants Paper to record brainstorming ideas
Markers to record brainstorming ideas
Masking tape or tacks

EVALUATION

Use the "Checklist for Evaluating Curriculum and Instructional Materials" to locate examples of gender bias in curriculum materials.

SOURCES OF INFORMATION FOR THESE MATERIALS:

Farris, Charlotte. (1982). ***Fair Play in the Classroom: Building Better Tomorrows Through Equity Today.*** Columbus: The Dissemination Service for Sex Equity Information, The Ohio State University.

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Exhibit 14

WHO'S WHO?
Quiz

How much do you know about the contributions made by women to the historical and contemporary development of this nation? Test your knowledge by completing the matching items below.

____1. Rachel Carson	a. An organizer of the Underground Railroad during the Civil War
____2 Andre Norton	b. Ohio-born science fiction writer
____3. Mary Wollstonecraft	c. First black woman elected to the U.S. House of Representatives
____4. Patricia Harris	d. Winner of 1963 Nobel Prize for Physics
____5. Dixie Lee Ray	e. Ecologist who warned against the dangers of pollution in the 1950s
____6. Harriet Tubman	f. Former slave spokeswoman for abolition and women's rights
____7. Alice Paul	g. Classical ballet dancer of the 1940s and 1950s
____8. Sojourner Truth	h. English author of "A Vindication of the Rights of Women"
____9. Susan B. Anthony	i. former Governor of Washington, former head of the Atomic Energy Commission
____10. Betty Friedan	j. Anthropologist, writer, lecturer, and teacher
____11. Maria Tallchief	k. Leader in the struggle for women's rights during the nineteenth century
____12. Maria Goeppert-Mayer	l. U.S. runner who won three Olympic gold medals in 1960 for field and track
____13. Wilma Rudolph	m. Militant Ohio suffragist who organized parades and demonstrations in the nation's capital
____14. Shirley Chisholm	n. First black woman to be appointed an ambassador and later a member of the U.S. cabinet
____15. Margaret Mead	o. Author of *The Feminine Mystique* and one of the founders of the National Organization for Women (NOW)
____16. Gloria Steinem	p. Ohio astronaut killed in the Challenger disaster
____17. Eleanor Roosevelt	q. Author of novels about China
____18. Judith Resnik	r. Ohio feminist who founded Ms magazine
____19. Barbara Jordan	s. Ambassador to the United Nations
____20. Pearl Buck	t. Black U.S. representative who was a committee member for the hearings held to consider impeaching Richard Nixon

WHO'S WHO?
Answers

1. e Rachel Carson was the ecologist who warned against the dangers of pollution in the 1950s.

2. b Andre Norton is the Ohio-born science fiction writer.

3. h Mary Wollstonecraft was the English author of "A Vindication of the Rights of Women".

4. n Patricia Harris was the first black woman to be appointed an ambassador and later a member of President Carter's U.S. cabinet.

5. i Dixie Lee Ray is the former Governor of Washington and the former head of the Atomic Energy Commission.

6. a Harriet Tubman was an organizer of the Underground Railroad during the Civil War.

7. m Alice Paul was the militant Ohio suffragist who organized parades and demonstrations in the nation's capital.

8. f Sojourner Truth was the former slave spokeswoman for abolition and women's rights.

9. k Susan B. Anthony was the leader in the struggle for women's rights during the nineteenth century.

10. o Betty Friedan is the author of *The Feminine Mystique* and one of the founders of the National Organization for Women (NOW).

11. g Maria Tallchief was a classical ballet dancer of the 1940s and 1950s.

12. d Maria Goeppert-Mayer was the winner of the 1963 Nobel Prize for Physics.

13. l Wilma Rudolph was the U.S. runner who won three Olympic gold medals in 1960 for field and track.

14. c Shirley Chisholm was the first black woman elected to the U.S. House of Representatives.

15. j Margaret Mead was an anthropologist, writer, lecturer, and teacher.

16. r Gloria Steinem is the Ohio feminist who founded Ms magazine.

17. s Eleanor Roosevelt was an ambassador to the United Nations (as well as the wife and widow of President Franklin D. Roosevelt).

18. p Judith Resnik was the Ohio astronaut killed in the Challenger disaster.

19. t Barbara Jordan is the black U.S. representative who was a committee member for the hearings held to consider impeaching Richard Nixon.

20. q Pearl Buck is the author of novels about China.

WHO'S WHO?
Quiz

Fill in the name of the woman who is described in the statement. Use the list on the last page for clues if you are in doubt about any of the answers.

1. Suggested to her husband, who was helping to write the United States Constitution, that he consider women's rights, too _____
2. Worked to free many slaves, guiding them on the Underground Railroad _____
3. Science fiction writer from Ohio _____
4. Black tennis champion _____
5. Astronomer _____
6. Author of "A Vindication of the Rights of Women" _____
7. Shoshone Indian who guided Lewis and Clark Expedition _____
8. Author of *The Feminine Mystique* _____
9. First black woman elected to the U.S. House of Representatives _____
10. Former slave owners who were the first women to speak publicly against slavery (and were criticized for it) _____
11. Founder of modern dance in the early 1920s _____
12. Ecologist (1950s) who warned against dangers of pollutants _____
13. First black poet to win a Pulitzer Prize _____
14. Former slave spokeswoman for abolition and women's rights _____
15. Ohio feminist who founded Ms. magazine _____
16. First woman to fly solo across the Atlantic Ocean _____
17. Author of Women's Suffrage Amendment _____
18. Labor organizer in the early 1900s _____
19. Suffragist and activist; wrote the Equal Rights Amendment _____
20. Advocate of birth control; founded Planned Parenthood _____
21. First woman doctor in the United States _____
22. Ohio astronaut killed in the Challenger disaster _____
23. Early women's rights worker who organized the Seneca Falls Convention _____
24. Slave who published poetry book in the 1700s _____
25. Founder of Hull House, Chicago slums, in 1889 _____

WHO'S WHO?
Answers

1. Suggested to her husband, who was helping to write the United States Constitution, that he consider women's rights, too ABIGAIL ADAMS
2. Worked to free many slaves, guiding them on the Underground Railroad HARRIET TUBMAN
3. Science fiction writer from Ohio ANDRE NORTON
4. Black tennis champion ALTHEA GIBSON
5. Astronomer MARIA MITCHELL
6. Author of "A Vindication of the Rights of Women" MARY WOLLSTONECRAFT
7. Shoshone Indian who guided Lewis and Clark Expedition SACAJAWEA
8. Author of *The Feminine Mystique* BETTY FRIEDAN
9. First black woman elected to the U.S. House of Representatives SHIRLEY CHISHOLM
10. Former slave owners who were the first women to speak publicly against slavery (and were criticized for it) ANGELINA AND SARAH GRIMKE
11. Founder of modern dance in the early 1920s ISADORA DUNCAN
12. Ecologist (1950s) who warned against dangers of pollutants RACHEL CARSON
13. First black poet to win a Pulitzer Prize GWENDOLYN BROOKS
14. Former slave spokeswoman for abolition and women's rights SOJOURNER TRUTH
15. Ohio feminist who founded Ms. magazine GLORIA STEINEM
16. First woman to fly solo across the Atlantic Ocean AMELIA EARHART
17. Author of Women's Suffrage Amendment SUSAN B. ANTHONY
18. Labor organizer in the early 1900s MOTHER JONES
19. Suffragist and activist; wrote the Equal Rights Amendment ALICE PAUL
20. Advocate of birth control; founded Planned Parenthood MARGARET SANGER
21. First woman doctor in the United States ELIZABETH BLACKWELL
22. Ohio astronaut killed in the Challenger disaster JUDITH RESNIK
23. Early women's rights worker who organized the Seneca Falls Convention ELIZABETH CADY STANTON
24. Slave who published poetry book in the 1700s PHILLIS WHEATLEY
25. Founder of Hull House, Chicago slums, in 1889 JANE ADDAMS

Exhibit 15

Some Notable American Women

Abigail Adams

Jane Addams

Susan B. Anthony

Elizabeth Blackwell

Gwendolyn Brooks

Rachel Carson

Shirley Chisholm

Isadora Duncan

Amelia Earhart

Betty Friedan

Althea Gibson

Angelina and Sarah Grimke

Mother Jones

Maria Mitchell

Andre Norton

Alice Paul

Judith Resnik

Sacajawea

Margaret Sanger

Gloria Steinem

Sojourner Truth

Harriet Tubman

Elizabeth Cady Stanton

Phillis Wheatley

Mary Wollstonecraft

Exhibit 16

GUIDELINES FOR DEALING WITH LANGUAGE

PROBLEM	EXAMPLE	SAMPLE SOLUTIONS
1. **Masculine Generic Forms**	mankind manmade manpower	humanity synthetic human energy
2. **Masculine Pronouns**--Masculine pronouns are used in a generic fashion but feminine pronouns are not.	he his him	he or she, or they her or his, or their him or her, or them
3. **Gender Nouns Denote Occupations**--Occupations, titles include gender specific words.	businessman fireman salesman foreman	business person fire fighter salesperson supervisor
4. **Inconsistencies**--The language fluctuates from biased to fair in such a fashion that the reader could be confused.	"Both men and women can be electricians. The electrician is resourceful; he always has his tools readily available."	"Both men and women can be electricians. Electricians are resourceful; they always have their tools readily available."
5. **Disparaging Words**--People or occupations are described by words that hold strong negative connotations for some people.	"the cute secretary" "the girls in the office"	"the secretary" "the women in the office"
6. Avoidance of Reference to Gender Eliminates Opportunities to Correct Students' Existing Stereotypes.	"the welder will..." "the clerk does..."	"Men and women choosing to become welders will..." "Women and men clerks do..."
7. **Stereotypical Occupational Roles**--People are presented only in occupational roles currently considered traditional for their sex, race, etc.	"The nurse offered her condolences to the bereaved parents after the doctor has taken his leave."	Correctly refer to nurses, secretaries, and cosmetologists as men as well as women. Refer to women who are truckers, carpenters, and dental lab technicians.

PROBLEM	EXAMPLE	SAMPLE SOLUTIONS
8. **Stereotypical Social Roles**-People are presented only in social roles that fit conventional stereotypes.	"Children in their arms, the women gathering around their leader who had situated himself on the church's front steps."	Present women as well as men in leadership roles and discuss the courage, inventiveness, and ambition of women. Accurately portray men as people with family and occupational responsibilities.
9. **Inconsistencies in Presenting Occupational Roles**--Bias is eliminated in presentations of some occupational areas, but it remains in other areas.	"All executive secretaries, whether they are male or female, must have a firm grasp on English grammar and spelling. When a boss knows that his correspondence will be completed accurately and in a timely fashion, his respect for secretarial services will increase."	"All executive secretaries, whether male or female, must have a firm grasp on English grammar and spelling. When a boss knows that correspondence will be completed accurately and in a timely fashion, respect for secretarial services will increase."
10. **Tokenism**--Racial, national origin and gender minorities are only represented in a very limited fashion.	A text on building trades presents few occupations for women. A text dealing with the paramedical profession presents few roles for men.	Men and women are presented working earnestly and equally side by side.
11. **Personal Traits**--Personal traits are sex-linked.	Traits of independence, decisiveness, persistence, and creativity are more often ascribed to men than women. Women are shown as more nurturing and emotional and less assertive and competent than men.	The text should make it clear that the capacity for all these traits exists in both women and men.
12. **Physical Attributes**--Unnecessary reference is made to workers' physical attributes.	References are made to the "sexy voice of the receptionist" or the "good looking vice president."	When traits are not job-related, there is no need to mention them.
13. **Omissions**--Males or females are omitted from visual portrayal in occupations not traditional for their sex.	A text may state that cosmetology is a career for both women and men but picture only women cosmetologists. A text may state that women can work in the drafting field, but only show men in that role in the graphics.	Gender and racial minorities should be depicted in both the written text and the accompanying graphics.

Exhibit 17

FAIR TALK WORKSHEET

Read the following statements, identify the bias problems, and correct the problems.

1. Comments made prior to the beginning of a board of director's meeting: "We men should be very proud of our ability to attract quality girls to our office. Mr. Barton's new secretary appears to be the hottest thing to hit the streets or the word processor in recent years."

2. Waitressing can be an exciting job for women who enjoy working around people. In a quality restaurant, a waitress will be responsible for making sure that guests in her station are comfortable, removing soiled dishes and serving food and drinks without interrupting the party's conversation. She must also subtly control the progress of the meal so that when the chef says his food is ready it can be served.

3. Women are naturally suited for nursing in a hospital setting where they are involved in basic health care and implement remedies prescribed by a doctor whose critical judgment was sharpened while he attended medical school. Female compassion allows nurses to understand the needs of patients and their families while a woman's concern for detail lets them monitor vital signs and conduct nursing assessment.

4. Leadership is a skill vital to the development of today's young man. In business and industry, the man with leadership skills will find himself moving ahead. He can anticipate success while guiding the men, women, and children in his community.

5. Both men and women can serve as policemen now. Policemen are charged with the responsibility of keeping peace among our citizens and assuring that laws do not pass unheeded. On an average day, a policeman may be involved in many activities; he may file reports on an auto accident, report a malfunctioning traffic signal, serve a warrant, and check to make sure that businesses are securely locked up after closing. The policeman periodically will encounter situations that test his strength, self-control, and social and technical skills to the utmost. These situations contribute to the danger and stress as well as the excitement of being a policeman.

6. Carpentry has evolved into a complex and highly diversified occupational field. Although all carpenters need the same basic skills, job responsibilities, location, and the end product will vary. A rough carpenter could work on framing a house or building forms for a concrete bridge. For these jobs, he probably will need to own some of his own tools. The finish carpenter may install baseboards, ceiling tile, and ready-made cabinets. He may also be responsible for adhering a manmade laminate surface to the top of ready-made cabinets.

7. Milk-testing is a growing occupation in the agricultural field. Testers travel to their clients' farms where they take milk samples from cows and test them for butterfat and bacterial content and conduct mastitis tests. Since the records are kept on computers, milk-testers must be able to read printouts and interpret the results for dairy farmers.

8. Comments made to a junior class: "During this semester we will have four guest speakers to discuss some aspects of welding. Mr. Dilthey will talk about heliarc pipe welding. Mr. Ramsey will discuss welding with poor fit-up, Mr. Kent will give a presentation on automating welding and petite Barb Hall will talk about her experiences as a female welder."

FAIR TALK
DISCUSSION LEADER'S ANSWER SHEET

1. Bias problems include disparaging words (quality girls), stereotypical occupational roles (we men of the board of directors, secretaries are girls), and reference to physical attributes (hottest thing to hit the streets). Corrections can be as follows: We should be very proud of our ability to attract quality employees to our office. The new secretaries are very efficient. (or) We should be very proud of our ability to attract quality employees to our office. Ms. Barton's new secretary, Mark Stone, is very efficient.

2. Bias problem is stereotypical occupational roles (male chef, female waitress). Corrections can be as follows: Serving food can be an exciting job for those who enjoy working around people. In a quality restaurant, a waitress or waiter (or food server) will be responsible for making sure that guests are comfortable, removing soiled dishes and serving food and drinks without interrupting the party's conversation. The server must also subtly control the progress of the meal so that when the chef's food is ready it can be served.

3. Bias problems are stereotypical occupational roles (women nurses, man doctor) and sex-linked personal traits (female compassion, concern for detail). Corrections can be as follows: Men and women who want to be nurses in a hospital setting will need to have compassion in understanding the needs of patients and their families and a concern for detail in monitoring vital signs and conducting nursing assessment. Women and men who are doctors have their critical judgment sharpened while they attend medical school.

4. Bias problems are sex-linked personal traits (male leadership) and stereotypical social roles (male community guidance). Corrections can be as follows: Leadership is a skill vital to the development of today's young men and women. In business and industry, the people with leadership skills will find themselves moving ahead. They can also anticipate success in community leadership.

5. Bias problems are occupational gender (policemen) and inconsistencies (both men and women can serve as policemen), and masculine pronouns used in a generic fashion. Corrections can be as follows: Both men and women can serve as police officers. Officers are charged with the responsibility of keeping peace among our citizens and assuring that laws do not pass unheeded. On an average day, a police officer may be involved in many activities; she or he may file reports on an auto accident, report a malfunctioning traffic signal, serve a warrant, and check to make sure that businesses are securely locked up after closing. Police officers periodically will encounter situations that test their strength, self-control, and social and technical skills to the utmost. These situations contribute to the danger and stress as well as the excitement of being police officers.

6. Bias problems are masculine pronouns (carpenter....he), masculine generic forms (manmade), and elimination of opportunities to correct students' existing stereotypes. Corrections can be as follows: Carpentry has evolved into a complex and highly diversified occupational field. Although all women and men carpenters need the same basic skills, job responsibilities, location, and the end product will vary. Rough carpenters could work on framing a house or building forms for a concrete bridge. For these jobs, they probably will need to own some of their own tools. Finish carpenters may install baseboards, ceiling tile, and ready-made cabinets. They may also be responsible for adhering a synthetic laminate surface to the top of ready-made cabinets.

7. Bias problem is that the avoidance of reference to gender eliminates opportunities to correct students' existing stereotypes. Corrections can be as follows: Milk-testing is a growing occupation for women and men in the agricultural field. (Leave the rest as is.)

8. Bias problems are unnecessary reference to physical attributes (petite Barb Hall) and inconsistencies in presenting occupational roles (teachers referred to as "Mr.", welder given no title). Corrections can be as follows: During this semester we will have four guest speakers to discuss some aspects of welding. Mr. Dilthey will talk about heliarc pipe welding. Mr. Ramsey will discuss welding with poor fit-up, Mr. Kent will give a presentation on automating welding, and Ms. Hall will talk about her experiences as a welder.

Exhibit 18

EXPANDING LANGUAGE

Directions: Work with your group to rewrite the following items to be examples of bias free communication.

1. Chairman
2. Congresswoman
3. Fireman
4. Everyone should turn in his report
5. Every nurse should turn in her report
6. Man and his world
7. Mr. McAllister runs the garage in partnership with his wife, a striking blonde who mans the pump.
8. The pioneers headed west, taking their wives and children to unknown territory.
9. Poetess
10. Man-sized job
11. Old maidish
12. Sissy
13. I'll have my girl copy this for you.
14. Dear Sir:
15. John Jones and Miss Harriet Hopkins organized the fund drive.
16. Mrs. Ricardo Rodrigues
17. Henpecked
18. Your better half
19. The lady plumber did a surprisingly good job.
20. The students roared when the football team came running out on the court during awards night with their jerseys stuffed with forty inch bosoms. (Actual quotation from a textbook!)

(Alternate Form)

EXPANDING LANGUAGE

Directions: Work with your group to rewrite the following items to be examples of bias free communication.

1. Chairman
2. Congresswoman
3. Fireman
4. Everyone should turn in his report
5. Every nurse should turn in her report
6. Man and his world
7. Mr. McAllister runs the garage in partnership with his wife, a striking blonde who mans the pump.
8. The pioneers headed west, taking their wives and children to unknown territory.
9. Poetess
10. Man-sized job
11. Old maidish
12. Sissy
13. I'll have my girl copy this for you.
14. Dear Sir:
15. John Jones and Miss Harriet Hopkins organized the fund drive.
16. Mrs. Ricardo Rodrigues
17. Henpecked
18. Your better half
19. The lady plumber did a surprisingly good job.
20. Statesman

EXPANDING LANGUAGE
Answers

1. Chairman, chairwoman, chairperson, may all be acceptable.

   "-person" should be used if the gender is unknown. "We will elect a chairperson." Some people prefer it to be the universal term, others prefer to use chairman or chairwoman when the gender is known. Both allow for expanded images if the usage is consistent. Beware the pitfall of calling men "men" and women "persons"; e.g., "Mister Chairman" but "Madam Chairperson." It is perfectly respectable to be female: "Madam Chairwoman." Some prefer to avoid the entire issue by using "Madam/Mister Chair."

2. Congresswoman, Congressperson, or Representative. See 1.

3. Fire fighter. This word illustrates the importance of working with words until you find something you are willing to say, rather than simply substituting "person" for "man." No one could bear "fireperson"! Also, the expanded word is often stronger and clearer - "fighter" is more graphic and more specific than "man."

   Other examples which could easily become a language exercise for students: police officer, mail carrier, business executive, sales clerk, or agent. In all cases if there is some reason to specify gender, it may be acceptable. "The YWCA will honor the businesswomen of the community."

4. His or her report. Her or his report. The report or a report. Their report. Or recast the sentence. "All students should turn in their reports." "All reports are due..."

5. His or her report, with above solutions also acceptable. It is possible by heavy use of the plural and by avoiding pronouns to write entirely neutrally. Neutral writing does not discriminate but it does nothing to make an affirmative statement. In any situation where one gender might be assumed to dominate, specifying both at least once is more expansive. "Every nurse should turn in his or her report."

6. Humanity...their, or People...their. This usage gives a distorted view of history and what society is and was really like.

7. Have fun with this one! Principles to keep in mind: the partners should have equal power and comparable physical descriptions, and Ms. McAllister will have to do something else to those pumps!

8. Pioneer families, or pioneer men and women. This usage lumps the women and children in with the baggage.

9. Poet. -ess, -ette, -enne endings imply that the woman is smaller or a special case. Other examples: usherette, stewardess, Jewess, aviatrix, comedienne. Two usages, actress and waitress, are generally accepted as being fairly comparable to actor and waiter.

10. Big job, important job. If the remark is being made to a girl, "woman-sized job," to expand her recognition that women are competent adults. If the remark is being made to a boy, praising his adult efforts, it may be OK as is.

11. Fussy? prim? cautious? What is really meant by old maidish? You may discover that the people in your group have many different meanings, showing that the phrase not only demeans unmarried women, it is also unclear. Married women and men of all descriptions are also capable of being fussy, prim, or cautious.

12. Cowardly? Effeminate? Afraid of getting dirty? The comments in No. 11 apply here too. The history of this word is interesting. In times past, it was more customary than now to call people by relationships; e.g., "Cousin Mason." "Sissy" was baby talk for "Sister." The short term for "Brother" was "Buddy." Look at what happened to those originally parallel terms - they are now the greatest insult and the greatest compliment.

13. Secretary, assistant, or whatever she is. We have all heard of rigorous events which "separate the men from the boys" but has anyone ever said "separate the women from the girls?" Our culture doesn't. It is "flattering" for a woman to be called a girl, implying it would somehow be better is she were 17 and pattable than 47 and competent. "Girl" should be used only on those occasions when "boy" would be used for men. "A night out with the ...."

14. Dear Sir or Madam is the old-fashioned correct term. It is now common to address a title or function: Dear Editor, Teacher, or Colleague. Sometimes Dear Gentlepeople has been used.

15. John Jones and Harriet Hopkins, or Mr. John Jones and Miss Harriet Hopkins, or John and Harriet. Courtesy titles should have parallel usage. It is accepted expanded language to use a woman's last name alone: "Hopkins took charge of the door-to-door canvass."

16. Ms. Maria Rodrigues, Mrs. Maria Rodrigues, or correct as it stands, depending on her preference. Incorrect is Ms. Ricardo Rodrigues unless the woman's first name is Ricardo. The objection to Mrs. Ricardo Rodrigues is that the woman loses her identity. There is also the practical problem that Mrs. Ricardo Rodrigues may be a different person next year. Some women are choosing to retain their family name when they marry, either hyphenated with their husband's name or standing alone.

17. Pushed around? Dominated? The word has an additional untranslatable implication that it is much worse to be dominated by a woman than by a man. An additional exercise: make a list of all the words that insult men and that insult women. (You will have to be uninhibited; many are unprintable.) Henpecked, bastard, sissy, s.o.b....Broad, chick, dog....Which list is longer? Which the more unprintable? How many of the male insults actually referred to their relationship with a woman or to a woman in their life? How many female insults were sexual or compared them to animals or things? In fact, the language tortures a woman's sexuality so badly that it is difficult to describe her sexual nature without prejudicing her person.

18. Your wife. This world illustrates the paradox that women, though treated as inferior to men, are supposed to be superior at the same time, a situation guaranteed to produce resentment on both sides. It is part of the whole problem of the pedestal. ("Who wants to spend her life on a fancy shelf?")

19. The plumber did a good job. If for some reason it is essential to specify her gender, call her a woman. We wouldn't say "gentleman nurse." Inappropriate use for the word "lady" is another manifestation of the pedestal problem.

20. There are only two ways to handle this one: omit it entirely, or provide a parallel sentence, such as one about a girls' team running out with their shorts stuffed with 14 inch penises. Most people will find the second suggestion obscene in print, but your small groups may get some giggles as they grapple with this sentence. The point is that women's bodies are public property, freely discussed. Also, we find humor in disguising high status people (men) as low status people (women). The reverse is shocking rather than humorous, because men's bodies are private, not to be laughed at, and because women parodying men would be seen by some to be raising their status. Most of us would probably agree that neither sentence belongs in a text book.

20. (alternate) If statesman is being used to identify a person's job, use the job title or "government administrator." If it is being used to imply wisdom and ability in dealing with public issues, use those words.

Your group may well come up with other words or phrases they have had trouble with. If so, let the group brainstorm on finding graceful and acceptable solutions.

Exhibit 19

UWIB--Unconscious, Well-intended Behaviors

Directions: In each of the following case examples, a classroom incident is described. If you do not detect any bias in the case example, write down "no" and go on to the next case. If you do detect bias, write down the form of the bias and rewrite the script by suggesting what change(s) should be made to eliminate the biased classroom practice.

1. Teacher comments made during a ninth grade industrial arts class:

   "Excellent work, Jim. You've really got a good grasp on the techniques for creating oblique drawings."

   "Pete and Al, cut out the horsing around and get going on your assignment."

   "Wanda, I want you to know how pleased I am with the polite and well-mannered way you're behaving today."

   "That does it, Pete, you've earned another detention."

   "Alex, this drawing is excellent. You should be pleased with the progress you've made recently."

Is there bias in this situation? If so, in what form?

Rewrite the script to eliminate the bias.

2. "I want all the boys up at the front cooking section today, where I can see them. This class is not for goofing off. We are going to work!"

Is there bias in this situation? If so, what form?

Rewrite the script to eliminate the bias.

3. Topics Listed on a Secondary Vocational Agriculture Bulletin Board:

Agriculture and the Economy	IT'S TIME FOR FARMERS TO . . .
Class Assignments	CONTRIBUTIONS BLACKS HAVE MADE TO AGRICULTURE

Is there bias in this situation? If so, what form?

Rewrite the situation to eliminate the bias.

4. Okay, now, I need to move some new play equipment. Boys, you come help me move this stuff into the day-care center. Girls, I'm going to let you design the bulletin board this month.

Is there bias in this situation? If so, what form?

Rewrite the situation to eliminate the bias.

5. At last week's faculty meeting, Ms. Jones, the diversified health occupations teacher, took a strong position against sexist school practices. She pointed to her own class as an example of a sex-fair environment.

   Today, students in Ms. Jones' class are learning the proper use and care of oral thermometers. After each girl brings her thermometer up so Ms. Jones can check the temperature reading, she automatically hands the thermometer back and tells her to shake it down. As each boy brings his thermometer up, Ms. Jones checks the reading, shakes down the thermometer, and hands it back.

Is there bias in this situation? If so, what form?

Rewrite the script to eliminate the bias.

6. We will be working with the drill press today. Both boys and girls will have an equal chance to work with it. But I don't want any girls going near it until I have a chance to demonstrate how it operates.

Is there bias in this situation? If so, what form?

Rewrite the script to eliminate the bias.

7. The standards of dress for this class are quite clear. No jeans. No sleeveless shirts. You should get in the habit of dressing appropriately for the office while enrolled in this class.

Is there bias in this situation? If so, what form?

Rewrite the script to eliminate the bias.

8. Room 158 is the scene of a great deal of commotion. The grades for the junior auto mechanics class have been announced, and a number of students have done poorly. In the back of the room, Bob and Sally are particularly upset, and are almost in tears. The teacher is disturbed by this reaction and calls them up after class. "Take it easy, Sally, I know you're upset, but you'll still be able to work on your own car; and Bob, pull yourself together. You can't get on with learning if you keep coming apart like this."

Is there bias in this situation? If so, what form?

Rewrite the script to eliminate the bias.

9. "The results of the standard mathematics tests are very encouraging. We may have some future mathematicians in our class. And even some women mathematicians."

Is there bias in this situation? If so, what form?

Rewrite the script to eliminate the bias.

10. "As part of our 'future careers' program, we will have four speakers tomorrow morning. Miss Shaw will discuss day-care work. Mrs. Phelps will talk about the field of interior design. Mrs. Alexander will discuss the role of food processing specialists. And Mrs. Brown will talk about her experiences as a homemaker."

Is there bias in this situation? If so, what form?

Rewrite the script to eliminate the bias.

11. "Electricity is not an easy course, but it can be an important foundation for many growing careers. All students are expected to meet minimum standards at least, and hopefully do a lot better. Anyone needing extra help, see me. That's what I'm here for. Okay, let's get to work."

Is there bias in this situation? If so, what form?

Rewrite the script to eliminate the bias.

12. "It's time to form into your groups. Those with previous experience in heating and cooling go to station 1. Those with a limited background go to station 2. And those with no knowledge of heating and cooling systems at all, report to station 3."

Is there bias in this situation? If so, what form?

Rewrite the script to eliminate the bias.

UWIB--Unconscious,
Well-intended Behaviors
Discussion Leader Answer Sheet

Directions: In each of the following case examples, a classroom incident is described. If you do not detect any bias in the case example, write down "no" and go on to the next case. If you do detect bias, write down the form of the bias and rewrite the script by suggesting what change(s) should be made to eliminate the biased classroom practice.

1. Teacher comments made during a ninth grade industrial arts class:

   "Excellent work, Jim. You've really got a good grasp on the techniques for creating oblique drawings."

   "Pete and Al, cut out the horsing around and get going on your assignment."

   "Wanda, I want you to know how pleased I am with the polite and well-mannered way you're behaving today."

   "That does it, Pete, you've earned another detention."

   "Alex, this drawing is excellent. You should be pleased with the progress you've made recently."

Is there bias in this situation? yes

If so, in what form? sex-linked personal traits (girls are polite, boys are rowdy); recognition of boys' work; no recognition of girls' work.

Rewrite the script to eliminate the bias.

   "Excellent work, Jim. You've really got a good grasp on the techniques for creating oblique drawings."

   "Wanda, this drawing is excellent. You should be pleased with the progress you've made recently."

2. "I want all the boys up at the front cooking section today, where I can see them. This class is not for goofing off. We are going to work!"

Is there bias in this situation? yes

If so, what form? assuming only the boys will goof off (stereotypical social roles)

Rewrite the script to eliminate the bias.

   "I want all of you to pay attention today. We are going to be working hard in the cooking section."

3. Topics Listed on a Secondary Vocational Agriculture Bulletin Board

Agriculture and the Economy	IT'S TIME FOR FARMERS TO . . .
Class Assignments	CONTRIBUTIONS BLACKS HAVE MADE TO AGRICULTURE

Is there bias in this situation? yes

If so, what form? avoidance of reference to gender eliminates opportunities to correct students' existing stereotypes

Rewrite the situation to eliminate the bias.

Include information about men and women farmers

4. Okay, now, I need to move some new play equipment. Boys, you come help me move this stuff into the day-care center. Girls, I'm going to let you design the bulletin board this month.

Is there bias in this situation? yes

If so, what form? stereotypical social or occupational roles.

Rewrite the situation to eliminate the bias.

Okay, we have two tasks to accomplish. I need volunteers to help move the new play equipment into the day-care center and volunteers to help design this month's bulletin board.

5. At last week's faculty meeting, Ms. Jones, the diversified health occupations teacher, took a strong position against sexist school practices. She pointed to her own class as an example of a sex-fair environment.

Today, students in Ms. Jones' class are learning the proper use and care of oral thermometers. After each girl brings her thermometer up so Ms. Jones can check the temperature reading, she automatically hands the thermometer back and tells her to shake it down. As each boy brings his thermometer up, Ms. Jones checks the reading, shakes down the thermometer, and hands it back.

Is there bias in this situation? yes

If so, what form? stereotypical occupational roles

Rewrite the script to eliminate the bias.

Today, students in Ms. Jones' class are learning the proper use and care of oral thermometers. After each student (boy or girl) brings his or her thermometer up so Ms. Jones can check the temperature reading, she hands the thermometer back and tells the student to shake it down.

(A woman nurse would stereotypically not ask a man doctor to shake down a thermometer.)

6. We will be working with the drill press today. Both boys and girls will have an equal chance to work with it. But I don't want any girls going near it until I have a chance to demonstrate how it operates.

Is there bias in this situation? yes

If so, what form? inconsistencies

Rewrite the script to eliminate the bias.

> We will be working with the drill press today. Both boys and girls will have an equal chance to work with it. But I don't want any of you going near it until I have a chance to demonstrate how it operates.

7. The standards of dress for this class are quite clear. No jeans. No sleeveless shirts. You should get in the habit of dressing appropriately for the office while enrolled in this class.

Is there bias in this situation? no

If so, what form?

Rewrite the script to eliminate the bias.

> (Dress standards are for both male and female students.)

8. Room 158 is the scene of a great deal of commotion. The grades for the junior auto mechanics class have been announced, and a number of students have done poorly. In the back of the room, Bob and Sally are particularly upset, and are almost in tears. The teacher is disturbed by this reaction and calls them up after class. "Take it easy, Sally, I know you're upset, but you'll still be able to work on your own car; and Bob, pull yourself together. You can't get on with learning if you keep coming apart like this."

Is there bias in this situation? yes

If so, what form? personal traits are sex-linked, stereotypical occupational roles

Rewrite the script to eliminate the bias.

> The teacher calls Bob and Sally up after class. "Both of you need to do some extra work. Look at these worksheets to see which ones you need the work on. You will be able to learn all of the tasks that employers will want you to do."

9. "The results of the standard mathematics tests are very encouraging. We may have some future mathematicians in our class. And even some women mathematicians."

Is there bias in this situation? yes

If so, what form? stereotypical occupational roles

Rewrite the script to eliminate the bias.

> "The results of the standard mathematics tests are very encouraging. We may have some future men and women mathematicians in our class."

10. "As part of our 'future careers' program, we will have four speakers tomorrow morning. Miss Shaw will discuss day-care work. Mrs. Phelps will talk about the field of interior design. Mrs. Alexander will discuss the role of food processing specialists. And Mrs. Brown will talk about her experiences as a homemaker."

Is there bias in this situation? yes

If so, what form? stereotypical occupational roles

Rewrite the script to eliminate the bias.

"Mr. Shaw will discuss day-care work. Ms. Phelps will talk about the field of interior design. Ms. Alexander will discuss the role of food processing specialists. And Mr. Brown will talk about his experiences as a homemaker."

11. "Electricity is not an easy course, but it can be an important foundation for many growing careers. All students are expected to meet minimum standards at least, and hopefully do a lot better. Anyone needing extra help, see me. That's what I'm here for. Okay, let's get to work."

Is there bias in this situation? no, gender-neutral

If so, what form?

Rewrite the script to eliminate the bias.

(Could add recognition of female and male students.)

12. "It's time to form into your groups. Those with previous experience in heating and cooling go to station 1. Those with a limited background go to station 2. And those with no knowledge of heating and cooling systems at all, report to station 3."

Is there bias in this situation? not as stated

If so, what form?

Rewrite the script to eliminate the bias.

(Given current levels of experience, any women students would probably end up at station 3. Why is previous experience important for station assignment?)

Exhibit 20

Checklist for Evaluating Curriculum and Instructional Materials

Directions: Use the following evaluation tool to determine whether your curriculum and instructional materials are gender fair. Comments may include page references, descriptions, or recommendations for improvement.

	Yes	No	Comments
1. Are masculine generic forms and masculine generic pronouns not included?			
2. Are all occupational titles sex-neutral (fire fighter, not fireman)?			
3. Is the language consistently sex fair?			
4. Are disparaging words (the girls in the office) eliminated?			
5. Are the accomplishments of both sexes included in the text?			
6. Are the occupational opportunities for both women and men pointed out?			
7. Are women and men depicted in a variety of social roles?			
8. Is the material consistent in presenting occupational roles for both men and women?			
9. Do learning activities and projects avoid sex-role stereotyping according to past traditional roles?			
10. Are personal traits ascribed to both sexes?			
11. Are unnecessary references to physical attributes eliminated?			
12. Does the material make a special effort to include pictures of male and female students in nontraditional roles?			

CHAPTER 5

HELPING VOCATIONAL EDUCATORS EVALUATE SEX EQUITY PROGRAMS: A LOCAL TRAINING WORKSHOP

COMPETENCY: Prepare action plans for outcomes assessment.

PERFORMANCE OBJECTIVE: Plan and implement evaluation of sex equity program. Evaluation will conform to Federal regulations and evaluation standards.

LEADER PRE-PREPARATION:

1. Contact state department of vocational education personnel (especially state sex equity coordinator) to obtain state core standards and measures of performance for vocational education programs and for sex equity programs.

2. Select sex equity awareness activity (see Chapter 4 for a range of options).

LEARNING ACTIVITIES

1. Open with sex equity awareness activity

2. Review 1990 Perkins Act requirements for sex equity (see Chapter 2), using overhead projector transparencies and/or handouts.

3. Review 1990 Perkins Act requirements for evaluation (see Chapter 3), using overhead projector transparencies and/or handouts.

4. Identify intended outcomes of local sex equity program (Use Exhibit 5, Chapter 3, for examples), using overhead projector transparencies and/or handouts.

5. In small groups, brainstorm ideas for assessing the intended outcomes.

6. Report ideas to whole group.

7. Prepare an action plan for assessing outcomes, using "Action Plan for Assessing Outcomes"

TIME NEEDED: 5 to 7 hours

MATERIALS NEEDED:
Copies of handouts for all participants
Copies of Action Plan for all participants
Paper to record brainstorming ideas
Markers to record brainstorming ideas
Masking tape or tacks

EVALUATION

The action plans will have been implemented on the schedule identified in the plan.

ACTION PLAN FOR ASSESSING OUTCOMES OF SEX EQUITY PROGRAM

OBJECTIVE: To develop a plan for assessing the outcomes of a specific sex equity program.

1. Identify outcomes of the program

   Write the outcome objective by including the following:
   - WHAT is to be changed?
   - WHO is going to change or be changed?
   - HOW they will be changed?
   - WHERE the change will occur?
   - WHEN the change will occur?

   Write the objective here:

2. List the indicator(s) (results) that will permit you to know that the program outcomes have been achieved.

3. Identify needed information collection arrangements:

   Who will collect the information?

   Under what conditions?

   When?

4. Identify evaluation methods and analysis procedures:

5. Identify information reporting requirements:

   To whom will the information be reported?

   How will the information be reported?

   When will the information be reported?

Exhibit 21

LOCAL SCHOOL
EQUITY EVALUATION ACTION PLAN

Name _____ Title _____ Region # _____

Address _____

Fax _____ Phone _____

Introduction: The following evaluation activities are to be planned to occur between _____ ___, 1993 and _____ __, 1993.
Activities could be directed to parents, staff, and/or students.

Equity Outcomes	Results Expected By _____ ___, 1993	Evaluation Methods To Use	Materials To Use	# of Persons Involved	Date of Completion	Comments	Person in Charge
1.							
2.							
3.							
4.							
5.							

CHAPTER 6

EVALUATION RESOURCES

The following listing of annotated evaluation resources is alphabetical by author. Included in each listing, in addition to the author(s), are the title, date, number of pages, publisher, and a brief description of the contents of the document.

As there are a great many listings of sex equity resources available elsewhere, none are included in this listing. Please contact your state sex equity coordinator for information about such resources.

Berk, Richard A., and Rossi, Peter H.
THINKING ABOUT PROGRAM EVALUATION
1990, 128 pages
Newbury Park, CA: Sage Publications, Inc.

Includes Key Concepts in Evaluation Research; Designing New Programs: A Chronological Perspective; Examining Ongoing Programs: A Chronological Perspective, and an appendix on A Guide to Literature on Professional Associations of, and Organizations Engaged in Evaluation Research and Social Policy Research in the United States.

Bragg, Debra D. (Editor)
ALTERNATIVE APPROACHES TO OUTCOMES ASSESSMENT FOR POSTSECONDARY VOCATIONAL EDUCATION
1992, 135 pages
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley

Includes Perspectives on Assessment Policy and Practice (Bragg & Harmon); Total Quality Management (Bragg); Assessing Student Success (Harmon); Value-added Assessment (Harmon); Concept Mapping (Grayson); Outcomes Assessment in Vocational Education (McCaslin); and Performance Assessment (Mabry).

Hoachlander, E. Gareth
SYSTEMS OF PERFORMANCE STANDARDS AND ACCOUNTABLITY FOR VOCATIONAL EDUCATION
1991, 3 pages
Berkeley: National Center for Research in Vocational Education, University of California, Berkeley

A working paper that provides guidelines for the development of systems of performance standards.

Herman, Joan L. (Series Editor)
PROGRAM EVALUATION KIT
19xx (2nd edition), nine volumes, 1368 pages
Newbury Park, CA: Sage Publications, Inc.

Development sponsored by the Center for the Study of Evaluation, UCLA, with grant support from the U.S. Department of Education

Volume 1: Evaluator's Handbook by Joan L. Herman, Lynn Lyons Morris, and Carol Taylor Fitz-Gibbon, 160 pages
Volume 2: How to Focus an Evaluation by Brian M. Stecher and W. Alan Davis
Volume 3: How to Design a Program Evaluation by Carol Taylor Fitz-Gibbon and Lynn Lyons Morris, 168 pages
Volume 4: How to Use Qualitative Methods in Evaluation by Michael Quinn Patton, 176 pages
Volume 5: How to Assess Program Implementation by Jean A. King, Lynn Lyons Morris, Carol Taylor Fitz-Gibbon, 144 pages
Volume 6: How to Measure Attitudes by Marlene E. Henerson, Lynn Lyons Morris, and Carol Taylor Fitz-Gibbon, 192 pages
Volume 7: How to Measure Performance and Use Tests, by Lynn Lyons Morris, Elaine Lindheim, and Carol Taylor Fitz-Gibbon, 168 pages
Volume 8: How to Analyze Data, by Carol Taylor Fitz-Gibbon and Lynn Lyons Morris, 168 pages
Volume 9: How to Communicate Evaluation Findings, by Lynn Lyons Morris, Carol Taylor Fitz-Gibbon, and Marie E. Freeman, 96 pages

Hull, William L.
COMPREHENSIVE MODEL FOR PLANNING AND EVALUATING SECONDARY VOCATIONAL EDUCATION PROGRAMS IN GEORGIA
1987, 30 pages
Columbus: The National Center for Research in Vocational Education, The Ohio State University

Includes descriptions of program planning and evaluation in Illinois, North Carolina, Ohio, and Oregon, a description of the conceptual model for Georgia, and applications of the conceptual model to vocational education.

Jarosik, Daniel, & Phelps, L. Allen
EMPOWERING ACCOUNTABILITY FOR VOCATIONAL-TECHNICAL EDUCATION: THE ANALYSIS AND USE OF WAGE RECORDS
1992, 119 pages
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley

Includes Introduction, Background, and Procedures; State Profiles (Alaska, Arizona, Colorado, Florida, Illinois, Indiana, Missouri, New Hampshire, Oklahoma, Texas, Virginia, Washington, and Wisconsin); and Findings, Conclusions, and Recommendations. Appendices include Federal Guidelines for Income and Eligibility Verification and States, Documents, and Contact Persons.

McCaslin, N.L.
A FRAMEWORK FOR EVALUATING LOCAL VOCATIONAL EDUCATION PROGRAMS
1990, 29 pages
Columbus: ERIC Clearinghouse on Adult, Career and Vocational Education, Center on Education and Training for Employment, The Ohio State University

Includes information needed for vocational education evaluation, a framework for evaluating vocational education, and methods for using the evaluation framework.

Mohr, Lawrence B.
IMPACT ANALYSIS FOR PROGRAM EVALUATION
1992, 224 pages
Newbury Park, CA: Sage Publications, Inc.

Includes The Evaluation Framework, Outcomes and the Problem, Subobjectives and Other Components, The Quality of Design: Experiments and the Elementary Quasi Experiments, The Regression Framework for Impact Analysis, The Regression-Discontinuity Design, The Comparative-Change Design, The Random-Comparison-Group Design, Time-Series Designs, Ex-Post-Facto Evaluation Studies, Subobjectives as Design, Multiple Outcomes, References, Index.

Rossi, Peter H., and Freeman, Howard E.
EVALUATION, FIFTH EDITION
1993, 512 pages
Newbury Park, CA: Sage Publications, Inc.

Includes Programs, Policies, and Evaluations; Diagnostic Procedures; Tailoring Evaluations; Program Monitoring for Evaluation and Management; Strategies for Impact Assessment; Randomized Designs for Impact Assessment; Quasi-Experimental Impact Assessments; Assessment of Full-Coverage Programs; Measuring Efficiency; The Social Context of Evaluation, References.

Rutman, Leonard (Editor)
EVALUATION RESEARCH METHODS: A BASIC GUIDE (Second Edition)
1984, 239 pages
Newbury Park, CA: Sage Publications, Inc.

Includes Evaluability Assessment (Rutman); Data Collection: Options, Strategies, and Cautions (Patton); Design of Randomized Experiments and Quasi-Experiments (Mark & Cook); Data Analysis (Boruch & Rindskopf); Increasing the Likelihood of Influencing Decisions (Weiss); The Art of Implementation (Conner); and Auditing Evaluation Activities (Hudson & McRoberts).

Rutman, Leonard, and Mowbray, George
UNDERSTANDING PROGRAM EVALUATION
1983, 110 pages
Newbury Park, CA: Sage Publications, Inc.

Includes Understanding the Nature of Program Evaluation, Purposes of Evaluation, Steps in the Evaluation Process, Planning the Evaluation: Evaluability Assessment, Doing Program Evaluation: Measurement, Doing Program Evaluation: Research Design, Using Evaluations for Decision Making, and an appendix exercise on planning program evaluations.

Scriven, Michael
EVALUATION THESAURUS
1991 (Fourth Edition), 408 pages
Newbury Park, CA: Sage Publications, Inc.

Includes definitions for technical acronyms and words.

Shadish, William R., Jr.; Cook, Thomas D.; and Leviton, Laura C.
FOUNDATIONS OF PROGRAM EVALUATION: Theories of Practice
1991, 536 pages
Newbury Park, CA: Sage Publications, Inc.

Includes Introduction, Stage One Theories: Bringing Truth to Social Problem Solving, Stage Two Theories: Generating Alternatives Emphasizing Use and Pragmatism, Stage Three Theories: Trying to Integrate the Past, Conclusions, References, Indexes.

Stecher, Brian M., & Hanser, Lawrence M.
LOCAL ACCOUNTABILITY IN VOCATIONAL EDUCATION: A THEORETICAL MODEL AND ITS LIMITATIONS IN PRACTICE
1992, 58 pages
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley

Includes The Nature of Accountablity in Education; A Generic Example of Local Accountability in Vocational Education: MidAmerica Vocational Technical School; and Limitations in Practice.

Appendix A

STATE PERSONNEL RESPONSIBLE FOR SEX EQUITY

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Appendix B

Pertinent Excerpts From the Final Regulations for the 1990 Carl D. Perkins Vocational and Applied Technology Education Act - P.L. 101-392

DEPARTMENT OF EDUCATION

34 CFR Parts 400, 401, 402, 403, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 421, 422, 423, 424, 425, 426, 427, and 428

RIN 1830-AA08

State Vocational and Applied Technology Education Programs and National Discretionary Programs of Vocational Education

AGENCY: Department of Education.

ACTION: Final regulations.

SUMMARY: The Secretary issues regulations governing three State-administered programs and 23 discretionary programs authorized by the Carl D. Perkins Vocational and Applied Technology Education Act (Act), Public Law 101-392, 104 Stat. 753 (1990). These regulations explain the types of activities that the Secretary may support under each program, and the basis on which the Secretary would make awards.

EFFECTIVE DATE: These regulations take effect either 45 days after publication in the **Federal Register** or later if the Congress takes certain adjournments. If you want to know the effective date of these regulations, call or write the Department of Education contact person. A document announcing the effective date will be published in the **Federal Register**.

FOR FURTHER INFORMATION CONTACT: Dr. Thomas L. Johns, Director, Policy Analysis Staff, Office of Vocational and Adult Education, U.S. Department of Education (Mary E. Switzer Building, room 4050), 400 Maryland Avenue, SW., Washington, DC 20202-7120. Telephone: (202) 205-8237. Deaf and hearing impaired individuals may call the Federal Dual Party Relay Service at 1-800-877-8339 (in the Washington, DC 202 area code, telephone 708-9300) between 8 a.m. and 7 p.m., Eastern time.

SUPPLEMENTARY INFORMATION:

Background

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, which were enacted on September 25, 1990, amend the Carl D. Perkins Vocational Education Act (20 U.S.C. 2301 *et seq.* (1988)). Furthermore, amendments to the Act were made by Public Law 102-103, 105 Stat. 497 (1991). The Act authorizes Federal assistance for vocational education through fiscal year (FY) 1995.

The Act redirects Federal assistance for vocational education in order to focus the Federal funds on improving vocational education and, in particular, on improving vocational education and services for members of special populations, including disabled and disadvantaged individuals. Under the Act, a State must make broad assurances that members of the special populations will be given equal access to vocational education. In addition, an eligible recipient under Title II of the Act must make broad assurances that members of special populations will receive supplementary and other services necessary to succeed in the vocational education projects, services, and activities assisted with funds awarded under the State plan, and must give priority for assistance to limited numbers of sites or program areas that serve the highest concentrations of members of special populations. Subject to the requirements for services to members of special populations and to certain requirements for the distribution of funds, the State and its eligible recipients share increased authority to direct the use of the funds awarded under the Act to improve their vocational education programs. In exchange for this increased flexibility, the Act imposes new requirements on both a State and its eligible recipients, making them accountable for improving vocational education. Specifically, a State is required to assess the quality of its vocational education program using measurable objective criteria during each State plan cycle. Furthermore, a State is required to develop and implement a statewide system of core standards and measures of performance for secondary, postsecondary, and adult vocational education programs. Using these statewide standards and measures, a recipient of funds under Title II, Part C of Act must annually evaluate the effectiveness of its projects, services, and activities receiving assistance under a basic program or a special program listed in § 403.60 or § 403.130, respectively, unless the State determines that only a broader evaluation will be effective. In cases where substantial progress is not made toward meeting these standards and measures, the recipient must implement a local program improvement plan, and, if that is not successful, a State and local joint plan for improvement.

The Secretary strongly supports increased flexibility for State and local recipients in exchange for increased accountability. "AMERICA 2000, An Educational Strategy," which was announced by the President on April 18, 1991, emphasizes the need for better and more accountable schools as well as the need to provide opportunities for adults to continue learning. Clearly, these needed improvements must be implemented by the States and local recipients. Also consistent with promoting accountability in education is the Secretary's goal to conduct evaluations of all Federal grant programs, to the extent resources permit. To conduct these evaluations, the Secretary will collect uniform data from grantees about project results.

Vocational education must play a crucial role in achieving the six national goals for educational improvement underlying the AMERICA 2000 strategy. Vocational education must be improved and made more accessible for members of special populations in order for this Nation to achieve the goal of ensuring that every adult American will possess the knowledge and skills necessary to compete in a global economy (Goal 5). Moreover, improvements in vocational education can contribute to the Nation's achievement of a high school graduation rate of at least 90 percent by the year 2000 (Goal 2). Increased integration of vocational and academic education can contribute to the national goals of producing students that demonstrate competency in challenging subject matter, including English, mathematics, science, history, and geography (Goal 3) and students who lead the world in mathematics and science achievement (Goal 4).

The Act reflects many amendments that will assist States and local recipients in improving their vocational education programs.

Analysis of Comments and Changes

On October 11, 1991, the Secretary published a notice of proposed rulemaking (NPRM) for the State Vocational and Applied Technology Education Programs and the National Discretionary Programs of Vocational Education in the **Federal Register** (56 FR 51448). In response to the Secretary's invitation in the NPRM, the Department received 808 letters commenting on the proposed regulations. An analysis of the comments and of the changes in the regulations since publication of the NPRM is published as appendix A to these final regulations.

A summary of the significant changes in the regulations since publication of the NPRM follows. The changes are described in the order that they appear in the regulations. Technical and other minor changes—and suggested changes the Secretary is not legally authorized to make under the applicable statutory authority—are not addressed.

The following significant changes have been made to the regulations:

(a) *Definitions.*

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the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material.

Disadvantaged refers to individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable these individuals to succeed in vocational education programs. This term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency, and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. For the purpose of this definition, an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (on which the grade "A" equals 4.0), or who fails to attain minimum academic competencies may be considered "academically disadvantaged." The definition does not include individuals with learning disabilities.

Displaced homemaker means an individual who—

(1) Is an adult;

(2) Has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; and

(3)(i) Has been dependent on public assistance or on the income of a relative but is no longer supported by that income;

(ii) Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act (42 U.S.C. 601), Aid to Families with Dependent Children, within two years of the parent's application for assistance under the Carl D. Perkins Vocational and Applied Technology Education Act;

(iii) Is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate; or

(iv) Is described in paragraphs (1) and (2) of this definition and is a criminal offender.

Economically disadvantaged family or individual means a family or individual that is—

(1) Eligible for any of the following:

(i) The program for Aid to Families with Dependent Children under part A of Title IV of the Social Security Act (42 U.S.C. 601).

(ii) Benefits under the Food Stamp Act of 1977 (7 U.S.C. 2011).

(iii) To be counted for purposes of section 1005 of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended (Chapter 1) (20 U.S.C. 2701).

(iv) The free or reduced-price meals program under the National School Lunch Act (42 U.S.C. 1751).

Note to paragraph (1)(iv): The National School Lunch Act prohibits the identification of students by name. However, State and local projects may use the total number of students participating in a free or reduced-priced meals program to determine eligibility for projects, services, and activities under the Vocational and Applied Technology Education Programs.

(v) Participation in programs assisted under Title II of the JTPA.

(2) In receipt of a Pell grant or assistance under a comparable State program of need-based financial assistance.

(3) Determined by the Secretary to be low-income according to the latest available data from the Department of Commerce or the Department of Health and Human Services Poverty Guidelines.

(4) Identified as low income according to other indices of economic status, including estimates of those indices, if a grantee demonstrates to the satisfaction of the Secretary that those indices are more representative of the number of economically disadvantaged students attending vocational education programs. The Secretary determines, on a case-by-case basis, whether other indices of economic status are more representative of the number of economically disadvantaged students attending vocational education programs, taking into consideration, for example, the statistical reliability of any data submitted by a grantee as well as the general acceptance of the indices by other agencies in the State or local area.

(Authority: 20 U.S.C. 2341(d)(3))

Eligible recipient means, except as otherwise provided, a local educational agency, an area vocational education school, an intermediate educational agency, a postsecondary educational institution, a State corrections educational agency, or an eligible institution as defined in 34 CFR 403.117(a).

General occupational skills means strong experience in, and understanding of, all aspects of an industry.

High technology means state-of-the-art computer, microelectronic, hydraulic, pneumatic, laser, nuclear, chemical, telecommunication, and other technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining, energy, commercial, and similar economic activity, and to improve the provision of health care.

IDEA means the Individuals with Disabilities Education Act (20 U.S.C. 1400 *et seq.*), formerly entitled "Education of the Handicapped Act."

Individual with disabilities means any individual with any disability (as defined in section 3(2) of the Americans With Disabilities Act of 1990), which includes any individual who—

(1) Has a physical or mental impairment that substantially limits one or more of the major life activities of that individual;

(2) Has a record of an impairment described in paragraph (1) of this definition; or

(3) Is regarded as having an impairment described in paragraph (1) of this definition.

Note: This definition necessarily includes any individual who has been evaluated under part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973.

(Authority: 42 U.S.C. 12102(2))

Individualized education program means a written statement for a disabled individual developed in accordance with sections 612(4) and 614(a)(5) of the IDEA (20 U.S.C. 1412(4) and 1414(a)(5)).

Institution of higher education. (1) The term means an educational institution in any State that—

(i) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;

(ii) Is legally authorized within such State to provide a program of education beyond secondary education;

(iii) Provides an educational program for which it awards a bachelor's degree or provides not less than a two-year program that is acceptable for full credit toward such a degree;

(iv) Is a public or other nonprofit institution; and

(v) Is accredited by a nationally recognized accrediting agency or association, or if not so accredited—

(A) Is an institution with respect to which the Secretary has determined that there is satisfactory assurance, considering the resources available to the institution, the period of time, if any, during which it has operated, the effort it is making to meet accreditation standards, and the purpose for which this determination is being made, that the institution will meet the

accreditation standards of such an agency or association within a reasonable time; or

(B) Is an institution whose credits are accepted, on transfer, by not less than three institutions which are so accredited, for credit on the same basis as if transferred from an institution so accredited.

(2) The term also includes—

(i) Any school which provides not less than a one-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provisions of paragraphs (1) (i), (ii), (iv), and (v) of this definition; and

(ii) A public or nonprofit private educational institution in any State which, in lieu of the requirement in paragraph (1) of this definition, admits as regular students persons who are beyond the age of compulsory school attendance in the State in which the institution is located and who meet the requirements of section 484(d) of the Higher Education Act of 1965 (20 U.S.C. 1091(d)).

(Authority: 20 U.S.C. 1141(a))

Intermediate educational agency means a combination of school districts or counties (those divisions of a State utilized by the Secretary of Commerce in compiling and reporting data regarding counties) as are recognized in a State as an administrative agency for that State's vocational or technical education schools or for vocational programs within its public elementary or secondary schools. This term includes any other public institution or agency having administrative control and direction over a public elementary or secondary school.

(Authority: 20 U.S.C. 2891(5))

JTPA means the Job Training Partnership Act (29 U.S.C. 1501 *et seq.*).

Limited English proficiency, if used with reference to individuals, means individuals—

(1)(i) Who were not born in the United States or whose native language is a language other than English;

(ii) Who come from environments where a language other than English is dominant; or

(iii) Who are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and

(2) Who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

(Authority: 20 U.S.C. 3223(a)(1))

Local educational agency means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program. For the purposes of sections 114, 115, 116, 117, and 240 of the Act (implemented at 34 CFR 403.31 (e) and (f), 403.32(c)(3), 403.190, 403.191, 403.192, 403.201, 403.202, and 403.204), this term includes a State corrections educational agency.

Measure means a description of an outcome.

(Authority: H.R. Rep. No. 41, 101st Cong., 1st Sess. 13 (1989))

Postsecondary educational institution means an institution legally authorized to provide postsecondary education within a State, a Bureau of Indian Affairs-controlled postsecondary institution, or any postsecondary educational institution operated by, or on behalf of, any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450) or under the Act of April 16, 1934 (25 U.S.C. 452).

Preparatory services means services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education training program. Preparatory services may include, but are not limited to—

(1) Services, programs, or activities related to outreach to, or recruitment of, potential vocational education students;

(2) Career counseling and personal counseling;

(3) Vocational assessment and testing; and

(4) Other appropriate services, programs, or activities.

Private vocational training institution means a business or trade school, or technical institution or other technical or vocational school, in any State, that—

(1) Admits as regular students only persons who have completed or left elementary or secondary school and who have the ability to benefit from the training offered by the institution;

(2) Is legally authorized to provide, and provides within that State, a program of postsecondary vocational or technical education designed to fit individuals for useful employment in recognized occupations;

(3) Has been in existence for two years or has been specially accredited by the Secretary as an institution meeting the other requirements of this definition; and

(4) Is accredited—

(i) By a nationally recognized accrediting agency or association listed by the Secretary;

(ii) If the Secretary determines that there is no nationally recognized accrediting agency or association qualified to accredit schools of a particular category, by a State agency listed by the Secretary; or

(iii) If the Secretary determines that there is no nationally recognized or State agency or association qualified to accredit schools of a particular category, by an advisory committee appointed by the Secretary and composed of persons specially qualified to evaluate training provided by schools of that category. The committee shall prescribe the standards of content, scope, and quality that must be met by those schools and shall also determine whether particular schools meet those standards.

Program effectiveness panel means the panel of experts in the evaluation of education programs and in other areas of education, at least two-thirds of whom are not Federal employees, who are appointed by the Secretary, and who review and assign scores to programs according to the criteria in 34 CFR 786.12 or 787.12.

Program year or *academic year* mean the twelve-month period during which a State operates its vocational education program (which is most generally a period beginning on July 1 and ending on the following June 30).

(Authority: 20 U.S.C. 1225(a))

Rehabilitation Act of 1973 means the Act in 29 U.S.C. 701 *et seq.*

School facilities means classrooms and related facilities, including initial equipment, and interests in lands on which the facilities are constructed. The term does not include any facility intended primarily for events for which admission is to be charged to the general public.

Sequential course of study means an integrated series of courses that are directly related to the educational and occupational skills preparation of individuals for jobs, or preparation for postsecondary education.

Single parent means an individual who—

(1) Is unmarried or legally separated from a spouse; and

(2)(i) Has a minor child or children for which the parent has either custody or joint custody; or

(ii) Is pregnant.

Small business means a for-profit enterprise employing 500 or fewer employees.

Special populations refers to individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

Specific job training means training and education for skills required by an employer to provide the individual student with the ability to obtain employment and to adapt to the changing demands of the workplace.

Spread means the degree to which—

(1) Project activities and results are demonstrated to others;

(2) Technical assistance is provided to others to help them replicate project activities and results;

(3) Project activities and results are replicated at other sites; or

(4) Information and material about or resulting from the project are disseminated.

Standard means the level or rate of an outcome.

(Authority: H.R. Rep. No. 41, 101st Cong., 1st Sess. 13 (1989))

State means any of the 50 States, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, and Palau (until the Compact of Free Association with Palau takes effect pursuant to section 101(a) of Public Law 99-658 (48 U.S.C. 1681)).

State board means a State board designated or created by State law as the sole State agency responsible for the administration of vocational education or for supervision of the administration of vocational education in the State.

State corrections educational agency means the State agency or agencies responsible for carrying out corrections education programs in the State.

State council means the State council on vocational education established in accordance with 34 CFR 403.17 through 403.19.

Supplementary services means curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Technology education means an applied discipline designed to promote technological literacy that provides knowledge and understanding of the impacts of technology including its organizations, techniques, tools, and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communication, transportation, power, and energy.

Transportability means the ease by which project activities and results may be replicated at other sites, such as through the development and use of guides or manuals that provide step-by-step directions for others to follow in order to initiate similar efforts and reproduce comparable results.

Tribally controlled community college means an institution that receives assistance under the Tribally Controlled Community College Assistance Act of 1978 (25 U.S.C. 1801 *et seq.*) or the Navajo Community College Act (25 U.S.C. 640a).

Vocational education means organized educational programs offering a sequence of courses or instruction in a sequence or aggregation of occupational competencies that are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. These programs must include competency-based applied learning that contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. This term also includes applied technology education.

Vocational student organizations means those organizations for individuals enrolled in vocational education programs that engage in activities as an integral part of the instructional program. These organizations may have State and national units that aggregate the work and purposes of instruction in vocational education at the local level.

Wagner-Peyser Act means the Act in 29 U.S.C. 49 *et seq.*

(Authority: 20 U.S.C. 2471)

§ 400.5 Under what conditions may funds under the Act be used for the joint funding of programs?

(a) Funds made available under the Act may be used to provide additional funds under any of the programs in—

(1) Title II, section 123 and Title III of the JTPA; or

(2) The Wagner-Peyser Act.

(b) Funds used to carry out paragraph (a) of this section may be used only if the—

(1) Program otherwise meets the requirements of the Act and the requirements of the programs in paragraph (a) (1) and (2) of this section;

(2) Program serves the same individuals that are served under the Act;

(3) Program provides services in a coordinated manner with services provided under the Act; and

(4) Funds would be used to supplement, and not supplant, funds provided from non-Federal sources.

(c) Funds that meet the conditions in paragraphs (a) and (b) of this section may be used as matching funds.

(Authority: 20 U.S.C. 2468)

§ 400.6 What are the requirements for establishing a State Committee of Practitioners?

(a) *Consultation.* A State shall appoint a State Committee of Practitioners (Committee) after consulting with—

(1) Local school officials representing eligible recipients;

(2) Representatives of—

(i) Organized labor;

(ii) Business;

(iii) Superintendents;

(iv) Community-based organizations;

(v) Private industry councils established under section 102(a) of the JTPA (29 U.S.C. 1512);

(vi) State councils;

(vii) Parents;

(viii) Special populations; and

(ix) Correctional institutions;

(3) The administrator appointed under 34 CFR 403.13(a);

(4) The State administrator of programs assisted under Part B of the IDEA;

(5) The State administrator of programs assisted under Chapter 1;

(6) The State administrator of programs for students of limited English proficiency; and

(7) Guidance counselors.

(b) *Committee selection.* The State shall select the Committee from nominees solicited from—

(1) State organizations representing school administrators;

(2) Teachers;

(3) Parents;

(4) Members of local boards of education; and

(5) Appropriate representatives of institutions of higher education.

(c)(1) *Committee membership.* The Committee must consist of—

(i) Representatives of local educational agencies, who must constitute a majority of the members of the committee;

(ii) School administrators;

(iii) Teachers;

(iv) Parents;

(v) Members of local boards of education;

(vi) Representatives of institutions of higher education; and

(vii) Students.

(2) School administrators, teachers, and members of local boards of education may be counted as representatives of LEAs for purposes of paragraph (c)(1)(i) of this section.

(Authority: 20 U.S.C. 2325 (a) and (d)(1); 2468a)

§ 400.7 What are the provisions governing the issuance of State core standards and measures of performance and State rules or regulations?

(a)(1) *State standards and measures.* A State shall convene, on a regular basis, the Committee established under § 400.6 to review, comment on, and propose revisions to a draft proposal that the State board develops for a statewide system of core standards and measures of performance for secondary, postsecondary, and adult vocational education programs.

(2) The Committee shall make recommendations to the State board with respect to modifying statewide standards and measures based on information provided by the State under 34 CFR 403.201(d).

(b)(1) *State rules and regulations.* Except as provided in paragraph (b)(2) of this section, before a State publishes any proposed or final State rule or regulation for programs, services, or activities covered by the Act, the State shall convene the Committee for the purpose of reviewing the rule or regulation.

(2) In an emergency, in which a rule or regulation must be issued within a very limited time period to assist eligible recipients with the operation of projects, services, or activities, the State—

(i) May issue a proposed rule or regulation without meeting the requirements in paragraph (b)(1) of this section; but

(ii) Shall immediately convene the Committee to review the rule or regulation before it is issued in final form.

Cross-Reference: See § 400.9(c).

(3) If a State policy is binding on eligible recipients and has the same effect as a formal rule or regulation, although it is not issued as one, that policy is covered by this section.

(Authority: 20 U.S.C. 2325(a); 2468a)

§ 400.8 What are the provisions governing student assistance?

(a) The portion of any student financial assistance received under the Act that is made available for attendance costs described in paragraph (b) of this section may not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds.

(b) For purposes of this section, attendance costs are —

(1) Tuition and fees normally assessed a student carrying the same academic workload as determined by the institution, including costs for rental or purchases of any equipment, materials, or supplies required of all students in the same course of study; and

(2) An allowance for books, supplies, transportation, dependent care, and miscellaneous personal expenses for a student attending an institution on at least a half-time basis, as determined by the institution.

(Authority: 20 U.S.C. 2466d)

§ 400.9 What additional requirements govern the Vocational and Applied Technology Education Programs?

In addition to the Act, applicable Federal laws, and regulations, the following requirements apply to Vocational and Applied Technology Education Programs:

(a) A State that receives funds under the Act shall cooperate with the Secretary in supplying the information the Secretary requires, in the form the Secretary requires, and shall comply in its reports with the information system developed by the Secretary under section 421 of the Act.

(b) Nothing in the Act is to be construed to be inconsistent with applicable Federal laws guaranteeing civil rights, or is intended to, or has the effect of, limiting or diminishing any obligations imposed under the IDEA or section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794).

(c) Any State rule, regulation, or policy imposed on the administration or operation of programs funded under the Act, including any rule, regulation, or policy based on a State's interpretation of any Federal law, regulation, or guideline, must be identified as a State imposed requirement.

(d) Funds provided under the Act may not be used for the purpose of directly providing incentives or inducements to relocate a business or enterprise from one State to another State if the relocation would result in a reduction in the number of jobs available in the State where the business enterprise is located before the incentives or inducements are offered.

(e) A State may not take into consideration payments under the Act in determining for any educational agency or institution in that State the eligibility for State aid or the amount of State aid with respect to public education within the State.

(Approved by the Office of Management and Budget under Control No. 1830–0030)

(Authority: 20 U.S.C. 2421, 2424, 2466c, 2468b, 2468c, and 2468e(a)(2))

§ 400.10 What are the reporting requirements?

(a) Recipients of grants and cooperative agreements shall report information about students, projects, evaluations, dissemination, expenditures, accomplishments, and any other information, as may be required by the Secretary.

(b) Recipients of grants and cooperative agreements under—

(1) Parts 401, 402, 405, 408, 409, 413, 415, 416, 417, 419, 422, 423, 424, 425, 426, 427, and 428 shall submit performance reports at least semi-annually;

(2) Part 412 shall submit monthly progress and financial status reports and an annual impact report; and

(3) Part 413 shall submit monthly exception reports and quarterly financial status reports.

(c) Recipients of grants under parts 403, 406, and 407 shall submit annual performance and financial reports.

(Approved by the Office of Management and Budget under Control No. 1830–0030)

(Authority: 20 U.S.C. 2301 *et seq.*)

3. Part 401 is revised to read as follows:

PART 401—INDIAN VOCATIONAL EDUCATION PROGRAM

Subpart A—General

Sec.

401.1 What is the Indian Vocational Education Program?
401.2 Who is eligible for an award?
401.3 What activities may the Secretary fund?
401.4 What regulations apply?
401.5 What definitions apply?

Subpart B—How Does One Apply for an Award?

401.10 How are applications submitted?

Subpart C—How Does the Secretary Make an Award?

401.20 How does the Secretary evaluate an application?
401.21 What selection criteria does the Secretary use?
401.22 What additional factors may the Secretary consider?

(e) Convening and meeting as a State board, consistent with applicable State law and procedure, when the State board determines it is necessary to meet to carry out its functions under the Act, but not less than four times annually; and

(f) The adoption of those procedures the State board considers necessary to implement State level coordination with the State job training coordinating council in order to encourage cooperation between programs under the Act and programs under the Job Training Partnership Act (JTPA) (29 U.S.C. 1501 *et seq.*).

(Authority: 20 U.S.C. 2321(a))

§ 403.12 What are the additional responsibilities of the State board?

(a) The State board shall make available to each private industry council established within the State under section 102 of the JTPA a current listing of all programs assisted under the Act.

(b)(1) The State board, in consultation with the State council on vocational education established under § 403.17, shall establish a limited number of (but at least two) technical committees to advise the State council and the State board on the development of model curricula to address State labor market needs. The technical committees shall develop an inventory of skills that may be used by the State board to define state-of-the-art model curricula. This inventory must identify the type and level of knowledge and skills needed for entry, retention, and advancement in occupational areas taught in the State.

(2) The State board shall establish procedures that are consistent with the purposes of the Act for membership, operation, and duration of the technical committees. Their membership must be composed of representatives of—

(i) Employers from any relevant industry or occupation for which the committee is established;

(ii) Trade or professional organizations representing any relevant occupations; and

(iii) Organized labor, if appropriate.

(c) Except for the functions described in § 403.11, the State board may delegate any of its other administrative, operational, or supervisory responsibilities, in whole or in part, to one or more appropriate State agencies.

(d) The State board shall carry out the responsibilities described in §§ 403.13 through 403.18 and 403.200 through 403.208.

(Approved by the Office of Management and Budget under Control No. 1830–0030)

(Authority: 20 U.S.C. 2321(a)(1), (f), (g))

§ 403.13 What are the personnel requirements regarding the elimination of sex discrimination and sex stereotyping?

(a) A State that desires to participate in the State Vocational and Applied Technology Education Program shall assign one individual, within the appropriate agency established or designated by the State board under § 403.12(c), to administer vocational education programs within the State, to work full-time to assist the State board to fulfill the purposes of the Act by—

(1) Administering the program of vocational education for single parents, displaced homemakers, and single pregnant women described in § 403.81, and the sex equity program described in § 403.91;

(2) Gathering, analyzing, and disseminating data on the—

(i) Adequacy and effectiveness of vocational education programs in the State in meeting the education and employment needs of women, including the preparation of women for employment in technical occupations, new and emerging occupational fields, and occupations regarded as nontraditional for women; and

(ii) Status of men and women students and employees in the programs described in paragraph (a)(2)(i) of this section;

(3) Reviewing and commenting upon, and making recommendations concerning, the plans of local educational agencies, area vocational education schools, intermediate educational agencies, and postsecondary educational institutions to ensure that the needs of women and men for training in nontraditional jobs are met;

(4)(i) Reviewing vocational educational programs, including career guidance and counseling, for sex stereotyping and sex bias, with particular attention to practices that tend to inhibit the entry of women in high technology occupations; and

(ii) Submitting recommendations, to the State board for inclusion in the State plan, for programs and policies to overcome sex bias and sex stereotyping in the programs described in paragraph (a)(4)(i) of this section;

(5) Submitting to the State board an assessment of the State's progress in meeting the purposes of the Act with regard to overcoming sex discrimination and sex stereotyping;

(6) Reviewing proposed actions on grants, contracts, and the policies of the State board to ensure that the needs of women are addressed in the administration of the Act;

(7) Developing recommendations for programs of information and outreach to women concerning vocational education and employment opportunities for women, including opportunities for careers as technicians and skilled workers in technical fields and new and emerging occupational fields;

(8) Providing technical assistance and advice to local educational agencies, postsecondary institutions, and other interested parties in the State on expanding vocational opportunities for women;

(9) Assisting administrators, instructors, and counselors in implementing programs and activities to increase access for women, including displaced homemakers and single heads of households, to vocational education and to increase male and female students' enrollment in nontraditional programs;

(10) Developing an annual plan for the use of all funds available for programs described in §§ 403.81 and 403.91;

(11) Managing the distribution of funds pursuant to §§ 403.81 and 403.91;

(12) Monitoring the use of funds distributed to recipients under §§ 403.81 and 403.91;

(13) Evaluating the effectiveness of programs and activities supported by funds under §§ 403.81 and 403.91;

(14) On a competitive basis, allocating and distributing to eligible recipients or community-based organizations subgrants or contracts to carry out the Programs for Single Parents, Displaced Homemakers, and Single Pregnant Women and the Sex Equity Program;

(15) Ensuring that each subgrant or contract awarded under the Programs for Single Parents, Displaced Homemakers, and Single Pregnant Women and the Sex Equity Program is of sufficient size, scope, and quality to be effective;

(16) Developing procedures for the collection from eligible recipients or community-based organizations that receive funds under §§ 403.81 and 403.91 of data appropriate to the individuals served in programs under §§ 403.81 and 403.91 in order to permit an evaluation of effectiveness of those programs as required by paragraph (a)(13) of this section; and

(17) Cooperating in the elimination of sex bias and sex stereotyping in Consumer and Homemaking Education Programs.

(b) A State shall, in accordance with § 403.180(b)(4)(i), reserve at least $60,000 to carry out the provisions of paragraph (a) of this section, including the provision of necessary and reasonable staff support.

(c) For the purposes of this section, the term "State" includes only the fifty States and the District of Columbia.

(Approved by the Office of Management and Budget under Control No. 1830-0030)

(Authority: 20 U.S.C. 2312(a)(4)(A), 2321(b), 2335b, 2362(a)(3))

§ 403.14 What are the personnel requirements regarding coordination with services for individuals with disabilities?

(a) A State desiring to participate in programs authorized by the Act shall designate or assign the head of the State office responsible for administering Part B of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 *et seq.*) to review the implementation of the provisions of the Act as they relate to students with disabilities by reviewing all or a representative sample of applications of eligible recipients to ensure that—

(1) Individuals with disabilities are receiving vocational educational services;

(2) Applications of the eligible recipients provide assurances of compliance with the requirements of section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and the IDEA and regulations implementing those statutes, regarding equal access to programs; and

(3) Eligible recipients have—

(i) Identified the number of students with disabilities enrolled in the eligible recipients' vocational programs;

(ii) Assessed the vocational needs of those students; and

(iii) Developed an adequate plan to provide supplementary services sufficient to meet the needs of those students.

(b) For the purposes of this section, the term "State" includes only the fifty States, the District of Columbia, and the Commonwealth of Puerto Rico.

(Authority: 20 U.S.C. 2321(c))

§ 403.15 What are the personnel requirements regarding coordination with services under Chapter 1 of Title I of the Elementary and Secondary Education Act?

(a) A State desiring to participate in programs authorized by the Act shall designate or assign the head of the State office or other appropriate individual responsible for coordinating services under chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended (chapter 1) (20 U.S.C. 2701 *et seq.*) to review all or a representative sample of applications from eligible recipients to ensure that—

(1) The number of economically disadvantaged students has been identified; and

(2) The needs of economically disadvantaged students are being met as outlined in the applications of eligible recipients.

(b) For the purposes of this section, the term "State" includes only the fifty States, the District of Columbia, and the Commonwealth of Puerto Rico.

(Authority: 20 U.S.C. 2321 (c) and (d))

§ 403.16 What are the personnel requirements regarding coordination with programs for individuals of limited English proficiency?

(a) A State desiring to participate in programs authorized by the Act shall designate or assign the head of the State office or other appropriate individual responsible for administering programs for students of limited English proficiency to review all or a representative sample of applications from eligible recipients to ensure that—

(1) The number of students of limited English proficiency has been identified; and

(2) The needs of students of limited English proficiency for participation in vocational education programs are being met as outlined in the applications of eligible recipients.

(b) For the purposes of this section, the term "State" includes only the fifty States, the District of Columbia, and the Commonwealth of Puerto Rico.

(Authority: 20 U.S.C. 2321 (c) and (e))

§ 403.17 What are the State's responsibilities regarding a State council on vocational education?

(a) A State desiring to participate in the State Vocational and Applied Technology Education Program shall establish a State council on vocational education. The State council must be appointed—

(1) By the Governor; or

(2) By the State board of education, in a State in which the members of the State board of education are elected, including election by the State legislature.

(b) Each State shall certify to the Secretary the establishment and membership of the State council by June 1 prior to the beginning of each State plan period described in § 403.30.

(c) Each State shall recertify to the Secretary any new member of the State council not more than 60 days after a position on the State council is vacated.

(Authority: 20 U.S.C. 2322 (a), (b))

§ 403.18 What are the membership requirements of a State council on vocational education?

(a) Each State council must be composed of 13 individuals, and must be broadly representative of citizens and groups within the State having an interest in vocational education.

(b) Each State council must consist of—

(1) Seven individuals who are representative of the private sector in the State and who must constitute a majority of the membership—

(i) Five of whom must be representatives of business, industry, trade organizations, and agriculture including—

(A) One member who is representative of small business concerns; and

(B) One member who is a private sector member of the State job training coordinating council established pursuant to section 122 of the JTPA; and

(ii) Two of whom must be representatives of labor organizations; and

(2) Six individuals, one of whom must be representative of special education, who are representative of—

(i) Secondary and postsecondary vocational institutions (equitably distributed among those institutions);

(ii) Career guidance and counseling organizations within the State; and

(iii) Individuals who have special knowledge and qualifications with respect to the special educational and career development needs of special populations, including women, disadvantaged individuals, individuals with disabilities, individuals with limited English proficiency, and minorities.

(c) The State council may include members of vocational student organizations and school boards but may not include employees of the State board of vocational education.

(d) In selecting individuals to serve on the State council on vocational education, the State shall give due consideration to the appointment of individuals who serve on a private industry council under the JTPA, or on State councils established under other related Federal programs.

(Authority: 20 U.S.C. 2322(a))

§ 403.19 What are the responsibilities of a State council on vocational education?

(a)(1) The State council on vocational education shall meet as soon as practical after the Secretary accepts its certification and shall select from among its membership a chairperson who must be a representative of the private sector.

(2) The State council on vocational education shall adopt rules that govern the time, place, and manner of meeting, as well as council operating procedures and staffing. The rules must provide for at least one public meeting each year at which the public is given an opportunity to express views concerning the

(c) Assessment of programs conducted with assistance under the Act including the development of—

(1) Performance standards and measures for those programs; and

(2) Program improvement and accountability with respect to those programs.

(Authority: 20 U.S.C. 2331(b))

§ 403.71 In what additional ways may funds be used under the State Programs and State Leadership Activities?

In addition to the required activities in § 403.70, a State may use funds reserved under section 102(a)(3) of the Act for the State Programs and State Leadership Activities in accordance with § 403.180(b)(3) for programs, projects, services, and activities that include—

(a) The promotion of partnerships among business, education (including educational agencies), industry, labor, community-based organizations, or governmental agencies;

(b) The support for tech-prep education as described in 34 CFR part 406;

(c)(1) The support of vocational student organizations that are an integral part of the vocational education instructional program, especially with respect to efforts to increase minority participation in those organizations.

(2) The support of vocational student organizations may include, but is not limited to, expenditures for—

(i) The positions of State executive secretaries and State advisors for vocational student organizations;

(ii) Leadership development workshops;

(iii) The development of curriculum for vocational student organizations; and

(iv) Field or laboratory work incidental to vocational training so long as the activity is supervised by vocational education personnel who are qualified in the occupational area and is available to all students in the instructional program without regard to membership in any student organization.

(3) The support of vocational student organizations may not include—

(i) Lodging, feeding, conveying, or furnishing transportation to conventions or other forms of social assemblage;

(ii) Purchase of supplies, jackets, and other effects for students' personal ownership;

(iii) Cost of non-instructional activities such as athletic, social, or recreational events;

(iv) Printing and disseminating non-instructional newsletters;

(v) Purchase of awards for recognition of students, advisors, and other individuals; or

(vi) Payment of membership dues;

(d) Leadership and instructional programs in technology education; and

(e) Data collection.

(Authority: 20 U.S.C. 2331(c); H.R. Rep. No. 660, 101st Cong., 1st Sess. 117 (1990))

Single Parents, Displaced Homemakers, and Single Pregnant Women Program

§ 403.80 Who is eligible for a subgrant or contract?

Eligible recipients and community-based organizations are eligible for an award under the Single Parents, Displaced Homemakers, and Single Pregnant Women Program.

(Authority: 20 U.S.C. 2335(a)(2), (3); 2335b(1))

§ 403.81 How must funds be used under the Single Parents, Displaced Homemakers, and Single Pregnant Women Program?

A State shall use funds reserved in accordance with § 403.180(b)(2)(i) for individuals who are single parents, displaced homemakers, or single pregnant women only to—

(a) Provide, subsidize, reimburse, or pay for preparatory services, including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services in preparation for vocational education and training that will furnish single parents, displaced homemakers, and single pregnant women with marketable skills;

(b) Make grants to eligible recipients for expanding preparatory services and vocational education services if the expansion directly increases the eligible recipients' capacity for providing single parents, displaced homemakers, and single pregnant women with marketable skills;

(c) Make grants to community-based organizations for the provision of preparatory and vocational education services to single parents, displaced homemakers, and single pregnant women if the State determines that the community-based organizations have demonstrated effectiveness in providing comparable or related services to single parents, displaced homemakers, and single pregnant women, taking into account the demonstrated performance of such organizations in terms of cost, the quality of training, and the characteristics of the participants;

(d) Make preparatory services and vocational education and training more accessible to single parents, displaced homemakers, and single pregnant women by assisting those individuals with dependent care, transportation services, or special services and supplies, books, and materials, or by organizing and scheduling the programs so that those programs are more accessible; or

(e) Provide information to single parents, displaced homemakers, and single pregnant women to inform those individuals of vocational education programs, related support services, and career counseling.

(Authority: 20 U.S.C. 2335(a))

§ 403.82 In what settings may the Single Parents, Displaced Homemakers, and Single Pregnant Women Program be offered?

The programs and services described in § 403.81 may be provided in postsecondary or secondary school settings, including area vocational education schools, and community-based organizations that meet the requirements of § 403.81(c), that serve single parents, displaced homemakers, and single pregnant women.

(Authority: 20 U.S.C. 2335(b))

Sex Equity Program

§ 403.90 Who is eligible for a subgrant or contract?

Eligible recipients and community-based organizations are eligible for an award under the Sex Equity Program.

(Authority: 20 U.S.C. 2335b(1))

§ 403.91 How must funds be used under the Sex Equity Program?

Except as provided in § 403.92, each State shall use amounts reserved for the Sex Equity Program in accordance with § 403.180(b)(2)(ii) only for—

(a) Programs, services, comprehensive career guidance and counseling, and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;

(b) Preparatory services and vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families; and

(c) Support services for individuals participating in vocational education programs, services, and activities described in paragraphs (a) and (b) of this section, including dependent-care services and transportation.

(Authority: 20 U.S.C. 2335a(a))

§ 403.92 Under what circumstances may the age limit under the Sex Equity Program be waived?

The individual appointed under § 403.13(a) may waive the requirement in § 403.91(b) with respect to age limitations if the individual determines (through appropriate research) that the

waiver is essential to meet the objectives of § 403.91.

(Authority: 20 U.S.C. 2335a(b))

Programs for Criminal Offenders

§ 403.100 What are the requirements for designating a State corrections educational agency to administer the Programs for Criminal Offenders?

(a) The State Board shall designate one or more State corrections educational agencies to administer programs assisted under the Act for juvenile and adult criminal offenders in correctional institutions in the State including correctional institutions operated by local authorities.

(b) Each State corrections educational agency that desires to be designated under paragraph (a) of this section shall submit to the State board a plan for the use of funds.

(Approved by the Office of Management and Budget under Control No. 1830-0030)

(Authority: 20 U.S.C. 2336(a))

§ 403.101 How must funds be used under the Programs for Criminal Offenders?

In administering programs receiving funds reserved under § 403.180(b)(5) for criminal offenders, each State corrections educational agency designated under § 403.100(a) shall—

(a) Give special consideration to providing—

(1) Services to offenders who are completing their sentences and preparing for release; and

(2) Grants for the establishment of vocational education programs in correctional institutions that do not have such programs;

(b) Provide vocational education programs for women who are incarcerated;

(c) Improve equipment; and

(d) In cooperation with eligible recipients, administer and coordinate vocational education services to offenders before and after their release.

(Authority: 20 U.S.C. 2336(b))

§ 403.102 What other requirements apply to the Program for Criminal Offenders?

Each State corrections educational agency designated under § 403.100(a) shall meet the requirements in §§ 403.191 and 403.192.

(Authority: 20 U.S.C. 2471(22))

Secondary, Postsecondary, and Adult Vocational Education Programs

§ 403.110 Who is eligible for a subgrant or contract?

(a) Subject to the requirements of paragraph (c) of this section, the following entities are eligible for an award under the Secondary School Vocational Education Program:

(1) A local educational agency.

(2) An area vocational education school or intermediate educational agency that meets the requirements in § 403.113.

(b) Subject to the requirements of paragraph (c) of this section, the following entities are eligible for an award under the Postsecondary and Adult Vocational Education Programs:

(1) An institution of higher education as defined in § 403.117(b), including a nonprofit institution that satisfies the conditions set forth in § 403.111(d)(14).

(2) A local educational agency serving adults.

(3) An area vocational education school serving adults that offers or will offer a program that meets the requirements of § 403.111 and seeks to receive assistance under the Secondary School Vocational Education Program or the Postsecondary and Adult Vocational Education Programs.

(c) Only an entity that provides or will provide vocational education in a program that meets the requirements of § 403.111 is eligible to receive an award under the Secondary School Vocational Education Program or the Postsecondary and Adult Vocational Education Program.

(Authority: 20 U.S.C. 2341(a) and (d); 2341a (a) and (d)(1); and 2342(c))

§ 403.111 How must funds be used under the Secondary School Vocational Education Program and the Postsecondary and Adult Vocational Education Programs?

(a)(1) Each eligible recipient that receives an award under §§ 403.112, 403.113, or § 403.116 shall use funds under that award to improve vocational education programs.

(2) Projects assisted with funds awarded under §§ 403.112, 403.113, or § 403.116 must—

(i) Provide for the full participation of individuals who are members of special populations by providing the supplementary and other services required by § 403.190(b) necessary for them to succeed in vocational education; and

Cross-Reference: See appendix A to part 403 and §§ 403.190(c) and 403.193(e).

(ii) Operate at a limited number of sites or with respect to a limited number of program areas.

(3) If an eligible recipient that receives an award under §§ 403.112, 403.113, or 403.116 meets the requirements in this section and §§ 403.190(b) and 403.193, it may use those Federal funds to serve students who are not members of special populations.

(b) Each eligible recipient that receives an award under §§ 403.112, 403.113, or § 403.116 shall give priority for assistance under those sections to sites or program areas that serve the highest concentrations of individuals who are members of special populations.

Examples: Methods by which an eligible recipient may give priority to sites or program areas that serve the highest concentrations of individuals who are members of special populations include, but are not limited to, the following:

Example 1: *Method to give priority to a limited number of sites.* Based on data from the preceding fiscal year—

(a) First, a local educational agency ranks each site based on the percentage of the site's total enrollment of students who are members of special populations.

(b) Second, the local educational agency establishes a funding cut-off point for sites above the district-wide percentage of special populations enrollment. The local educational agency funds sites above the cut-off point but does not fund sites below that point.

Example 2: *Method to give priority to a limited number of program areas.* Based on data from the preceding fiscal year—

(a) First, a postsecondary institution ranks each program area based on the percentage of the program area's total enrollment of students who are members of special populations.

(b) Second, the postsecondary institution establishes a funding cut-off point for program areas that rank above the institution-wide average percentage of special populations enrollment. The postsecondary institution funds projects in a program area that is above the cut-off point but does not fund projects in program areas below that point.

Example 3: *Method to give priority to a limited number of sites.* Based on data from the preceding fiscal year—

(a) First, an LEA or postsecondary institution identifies a site with a high concentration of special populations;

(b) Second, the LEA or postsecondary institution identifies a program area at the site (such as health occupations) in which the participation rate for members of special populations has been lower than the overall rate of participation for members of special populations at the site; and

(c) Third, the LEA or postsecondary institution funds a project at the site designed to improve the participation rate of members of special populations in that program area.

Note to examples in § 403.111: Absolute counts of special population members may be used to determine the sites or program areas with the highest concentrations of special population members instead of, or in combination with, percentages of special population members

(c) Funds made available from an award under §§ 403.112, 403.113, or § 403.116 must be used to provide vocational education in programs tha.—

Appendix C

Overview of Postsecondary Measures and Standards
A State Example

The postsecondary performance measures and core standards that appear in this document were approved by the Texas Higher Education Coordinating Board in July 1992. Institutions began collecting data with the registration of students for fall 1992. Community and technical colleges will make their first fill report of data to the Coordinating Board in October 1993.

Measures I, II and III are *cohort* performance measures requiring a data collection system that can follow groups of students from the beginning to the end of their educational enrollment.

Measures IV through IX are *point-in-time* performance measures that provide a "snapshot" of a group of students at any given time.

Measures for adult vocational education have been drafted, although not finalized, and the associated standards are expected to be developed during spring 1993. Both the measures and standards for adult vocational education should become effective in fall 1993.

In the far-right "timeline" column on the following pages, "DV" signifies that the standard is under development, "PLT" signifies that the standard is being piloted, and "IMP" signifies that the standard is being implemented and that data reported by institutions will be used to gauge substantial progress toward the specific standard.

Before collecting or reporting data, colleges are encouraged to carefully review the attached glossary. Any questions or need for clarification should be directed to Coordinating Board staff at (512) 483-6250.

MEASURE I: ACCEPTANCE AND AWARDS

Goals:
- To improve occupational access
- To reduce disparity of enrollment between groups
- To create a more qualified work force

Description of Measure	Description of Standard	Timeline
This measure, which applies to competitive programs (those such as nursing, allied health, court reporting, etc., that have a formal application procedure), has three parts: A. The number of qualified applicants and the number of students who apply and are accepted during the fall semester into programs that require a formal application; B. The number of students accepted during the fall semester into competitive programs divided by the number of qualified applicants; and C. The number of students who receive a degree of certificate from these programs after two years and after five years. Note: This data may not be available if students are not admitted in an institution to a competitive program. See Appendix B for information on admissions forms and the collection of data related to ethnicity.	**For A & B:** There is no statistically significant difference between the proportion of minorities, women, and special populations accepted compared to the number of such persons in the qualified applicant pool not accepted. **For C:** There is no statistically significant difference between the proportions of each group receiving awards within two years and within five years. 25 percent of students will receive a degree or certificate within 2 years; 40 percent of students will receive a degree or certificate within five years. Institutions demonstrate improvement toward the standard over time. Those exceeding the standard continue to demonstrate improvement and serve as models for those who do not.	DV 91-92 PLT 92-93 IMP 93-94 **For A & B:** begin data collection in fall 1992, report first data by 10/15/93. **For C:** begin data collection in fall 1992, report first data by 10/15/94 for 2 year report and by 10/15/97 for 5 year report. Form is forthcoming from Coordinating Board.

In far-right column above: DV = under development, PLT = being piloted, IMP = being implemented.

MEASURE II: REMEDIATION AND COMPLETION (FULL-TIME ONLY)

Goals:
- To improve occupational access
- To create a more qualified work force

Description of Measure	Description of Standard	Timeline
This measure is for first-time-in-college students enrolled full-time during the fall semester and who declare a technical degree or certificate major. This measure has three parts: A. Based on CBM-002 data, the number of students who enrolled in at least one remedial course (or non-course-based remediation); B. Based on CBM-002 data, the number **not** enrolled in any remediation; and C. For each group enrolled in IIA or IIB above, the number who completed a degree or certificate in 150 percent of the normal time for completion or graduation.	There is no statistically significant difference between the percentage of full-time, first-time-in-college technical students who receive a degree or certificate and received remediation prior to graduation and the percentage of such students who receive a degree or certificate and receive **no** remediation prior to graduation. 30 percent of full-time, first-time-in-college technical students receive a degree or certificate within 150 percent of the normal time for completion. There is no statistically significant difference between the proportions of each group (gender, ethnicity, and special populations) receiving awards within 150 percent of the normal time for completion.	DV 91-92 PLT 92-93 IMP 93-94 Measure based on data collection on CBM-002, CBM-009 and the to-be-revised CBM-001. No new form is required.

In far-right column above: DV = under development, PLT = being piloted, IMP = being implemented.

MEASURE III: REMEDIATION AND COMPLETION (ALL STUDENTS)

Goals:
- To increase the number of degrees and certificates awarded
- To reduce the disparity between groups

Description of Measure	Description of Standard	Timeline
This measure is for first-time-in-college students who declare a technical degree or certificate major in their first semester enrolled. This measure has two parts: A. Based on the same methodology described in IIA and IIB, the number of students who complete degrees of certificates within five years; and B. Based on the same methodology described in IIA and IIB, the number of students who received remediation and the number who did not need or require remediation for: • students who received degrees or certificates; and • students who did not receive degrees or certificates	The percentage of first-time-in-college technical students who receive a degree of certification and received remediation prior to graduation is equal to or greater than the percentage of such students who receive a degree or certificate and received no remediation prior to graduation. 30 percent of all first-time-in-college technical students who enroll in the fall semester receive a degree or certificate within five years. There is no statistically significant difference between the proportions of each group (gender, ethnicity and special populations) receiving awards within five years.	DV 91-92 PLT 92-93 IMP 1999 Measure based on data collected on CBM-002, CBM-009 and the to-be-revised CBM-001. No new form is required.

In far-right column above: DV = under development, PLT = being piloted, IMP = being implemented.

MEASURE IV: ACCESS TO TECHNICAL PROGRAMS

Goal:

- To increase the representation of women, minorities, and special populations entering the workforce with technical training

Description of Measure	Description of Standard	Timeline
The CBM-114 provides the enrollment of technical education students during the reporting period (Summer I, Summer II, Fall and Spring). Part A includes students enrolled in technical education credit programs, and Part B includes students enrolled in non-credit adult vocational courses/programs.	There is no statistically significant difference in the proportion of women, minorities, and special populations in all technical education enrollment compared to the proportions these groups represent of the total institutional enrollment. NOTE: This standard will only be applied within institutions and will not be used to rank institutions against one another.	IMP 92-93 Measure based on data already collected on CBM-114 (parts A & B); part A will be collected on CBM-001 in future. No other or new form is required.

In far-right column above: DV = under development, PLT = being piloted, IMP = being implemented.

MEASURE V: ACCESS TO INSTITUTIONS AND PERKINS SERVICES

Goal:

- To increase the representation of special populations entering the workforce with technical training

Description of Measure	Description of Standard	Timeline
For this measure, which includes persons of age 18 through 64 (due to U.S. census data structure), institutions must report the number of handicapped, academically disadvantaged, economically disadvantaged, limited English proficient (LEP) and incarcerated students in each of the three separate categories: • those residing in the institution's service area; • those enrolled in the institution; and • those served by Carl Perkins funds, which includes counseling, English-language instruction, child care, and special aids. In addition, each institution will also provide a single, unduplicated headcount of all special population students enrolled during the reporting year. For example, a student who is both economically and educationally disadvantaged will only be counted once for the unduplicated headcount.	Improvement in the representation of special populations in institutions relative to their representation in the service delivery area. Increased numbers and percentages of special population students receiving Perkins services. NOTE: This standard will only be applied within institutions and will not be used to rank institutions against one another.	DV 91-93 PLT 93-94 IMP 94-95 New report due: 10/15/93. See Appendix D for form.

In far-right column above: DV = under development, PLT = being piloted, IMP = being implemented.

MEASURE VI: REMEDIATION AND RETENTION

Goals:
- To provide students with remediation that enables them to complete courses and programs
- To increase retention rates for remediated students

Description of Measure	Description of Standard	Timeline
This measure includes both full-time and part-time technical students and has three parts: A. The total number of first-time-in-college students enrolled in the fall semester compared to the total number who return the following spring semester; B. The total number of first-time-in-college students enrolled in the fall semester who received remediation compared to the number of that population who return the following spring semester; and C. The number of first-time-in-college students enrolled in the fall semester who did **not** need or require remediation compared to the number of that population who return the following spring semester.	The percentage of all first-time-in-college technical students retained from the fall to the spring semesters, for both full-time and part-time students, for both remediated and non-remediated students, is: **Part-time students:** 1-5 SCH -- 35% 6-11 SCH -- 50% **Full-time students:** 12 SCH or more -- 70% SCH = semester credit hours (or the equivalent)	DV 91-92 PLT 91-92 IMP 92-93 Requested data based on information reported on CBM-001 and CBM-002. New report due: 10/15/93. See Appendix D for form.

In far-right column above: DV = under development, PLT = being piloted, IMP = being implemented.

MEASURE VII: TECHNICAL COURSE COMPLETION

Goals:
- To increase course and program completions
- To improve student grade performance

Description of Measure	Description of Standard	Timeline
This measure has two parts: A. The number of credit hours, by HEGIS code (approval code), for which students earned grades A-D (or equivalent passing grades). Students with incompletes will not be counted in this measure. B. The number of credit hours, by HEGIS code, on the census date.	No standard has been set at this time.	DV 92-93 PLT 93-94 IMP 94-95 Requested data based on information reported on CBM-004. New report due: 10/15/93. See Appendix for form.

In far-right column above: DV = under development, PLT = being piloted, IMP = being implemented.

MEASURE VIII: PROGRAM CONTENT

Goal:

- To ensure that all programs are competency "certified"

Description of Measure	Description of Standard	Timeline
This measure has two parts: A. The unduplicated number of programs that have a capstone experience such as a licensure exam or a comprehensive, discipline-specific exam. B. The unduplicated number of programs that have a task analysis of curriculum, such as DACUM (Developing a Curriculum) or a similar process.	100 percent of programs have DACUM, capstone, or the equivalent. NOTE: This standard will only be applied within institutions and will not be used to rank institutions against one another.	DV 91-92 PLT 92-93 IMP 93-94 Next report due: 10/15/93 See Appendix D for form.

In far-right column above: DV = under development, PLT = being piloted, IMP = being implemented.

MEASURE IX: EMPLOYMENT AND EDUCATION OUTCOMES

Goals:
- To create a more qualified workforce
- To increase completer achievement
- To graduate competent, performing completers

Description of Measure	Description of Standard	Timeline
This measure has 10 parts (A-E & H already collected on CBM-116):		
A. The number of technical education degree and certificate program completers who, within one year after graduation, are: employed in a field **related to training**, pursuing additional training or education, or are serving in the military;	**For A, B, & C:** 85 percent of completers are employed, pursuing additional education or are serving in the military within one year of graduation. NOTE: Data may be reported based on a 60 percent response rate to student surveys or an institution may use the Automated Student Follow-up System.	**For A-E and H:** PLT 91-92 IMP 92-93 Measure based on data already collected on CBM-116.
B. The number of technical education program completers who are employed within one year after graduation in a field **not related to training**;	80 percent of completers rate their education as "good" or "very good."	
C. The number of technical education program completers who are pursuing additional education at another public institution of higher education within one year after graduation;		
D. The number of technical education program completers who rate their satisfaction level of training received as "good" or "very good."		
E. The number of newly-hired technical education program completers who are employed full-time and have earnings greater than minimum wage;	No standard has been set at this time.	
H. Program completer follow-up by mean employer ratings;	80 percent of responding employers rate completer performance as "good" or "very good."	

In far-right column above: DV = under development, PLT = being piloted, IMP = being implemented.

MEASURE IX: (cont'd)

Description of Measure	Description of Standard	Timeline
F. Average hourly salary for completers employed 35 hours or more per week;	No standard has been set at this time.	**For F, G, I, & J:** DV 92-93 PLT 93-94 IMP 94-95 Next report due: 10/15/93. See Appendix D for form.
G. Number of technical education program completers who obtain licensure within one year after graduation (in appropriate programs) compared to the number of students who tested for licensure within one year of graduation;	90 percent of completers who take a licensure exam within one year after graduation pass the exam	
I. The number of technical education marketable skills achievers who are employed; and J. The number of technical education marketable skills achievers pursuing additional education. NOTE on I & J: Marketable skills achievers will be treated as a single group; it is not necessary to report them by program	**For I & J:** 90 percent of marketable skills achievers are either employed or are pursuing additional education.	

In far-right column above: DV = under development, PLT = being piloted, IMP = being implemented.

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